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ABSTRACT

This syllabus provides the rules, requirements, assignments, and sample materials that were used for a college course in public speaking. The materials to be found in the syllabus include grade requirements, individual course assignments, sample speech outlines, and discussions of the various types of speeches covered in the course (eulogy, how-to, informative, entertainment, inspirational, self-concept, persuasive, explanatory, and impromptu). An appendix provides lecture outlines, other lecture materials, and articles to supplement the student's knowledge about effective communication. (RL)

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*"This author is deeply indebted to Ronald H. Subeck, an associate professor of speech and coordinator, Department of Speech and Drama, Wilbur Wright College. His article, "The Use of Contract Grading in the First College Speech Course," Journal of the Illinois Speech and Theatre Association, Volume XXVII, Fall, 1973, pp. 21-27, provided the ideas and impetus to develop my own version for class use.

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[RECITATION SYLLABUS]

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INDEX

Page(s)

Introductory Remarks . . . 1
General Rules for Recitation Section . . . 2-4
Plagiarism . . . 5
Minimum Requirements for a Grade of C . . . 6-7
Minimum Requirements for a Grade of B . . . 8-9
Minimum Requirements for a Grade of A . . . 10-11
Sample Grade Contract . . . 12
Sample Computation Sheet for Regular Grading . . . 13
Sample Hang-up Paper . . . 14
Sample Audience Analysis . . . 15
Sample Notecard . . . 16
Sample Self-Critique . . . 17
Explanation of Outside Speaker Report . . . 18
Sample Outside Speaker Report: Persuasive . . . 19-20
Sample Outside Speaker Report: A Play . . . 21
Instructions from Speech Department: Speech Night . . . 22
Sample Speech Night Report . . . 23-24
Sample End of the Semester Self-Evaluation . . . 25
Sample Self Concept Paper: An A Grade Option . . . 26-27
Sample Critique for In-Class Criticism . . . 28
Explanation of a Visual Aid . . . 29
Explanation of a Sentence Outline . . . 30-31
Appropriate Form For Outlining . . . 32
Corrected Outline . . . 33
Introductory Speech . . . 34
Search Questions for Introductory Speech . . . 35
Sample Introductory Outline . . . 36
One Point Speech . . . 37
Sample One Point Outline . . . 38
Examples of Speech Topics Used In Previous Semesters . . . 39

Catagory One Speech Choices

   A Eulogy Speech . . . 40-41
   Sample Eulogy Outline . . . 42
   How to Speech . . . 43-44
   Sample How To Speech Outline . . . 45-46
   Informative Speech . . . 47
   Sample Informative Outline . . . 48-49
   Report of Speech Related Research . . . 50-51
   Speech to Entertain . . . 52
   Sample of Speech to Entertain Outline . . . 53-54

Catagory Two Speech Choices

   Inspirational Speech . . . 55-56
   Sample Inspirational Speech Outline . . . 57
   Role Play Speech . . . 58-59
   The Self-Concept Speech . . . 60
   Sample Self-Concept Speech Outline . . . 61-62

Catagroy Three Speech Choices. . . .

   Speech to Convince . . . 63
   Sample Speech to Convince Outline . . . 64-65
   Speech to Define, Explain or React to a Word
      Concept, Term, or Principle . . . 66-67
   Sample Explain A Concept Outline . . . 68-71
   Impromptu Speech . . . 72-73
   Persuasive Speech . . . 74
   Sample Persuasive Speech Outline . . . 75-79
   A Debate . . . 80-81
Appendix . . . 82-84

Welcome to Speech C110. I would be remiss if I did not tell you that this course will require a great deal of work. I have spent a tremendous amount of time developing this recitation syllabus. It is meant as a guide. It contains everything dealing with my recitation section.

I STRONGLY URGE YOU TO CAREFULLY READ THIS AND ASK QUESTIONS. DO NOT LISTEN TO WHAT STUDENTS IN OTHER RECITATION SECTIONS ARE SAYING AND DOING. THEIR INDIVIDUAL TEACHERS HAVE THEIR OWN METHODS OF DOING THINGS AND REQUIREMENTS.

Failure to read this is no excuse for not doing work. The penalties will remain the same.

Leslie Kelly

GENERAL RULES FOR RECITATION SECTION

This C110 Speech Class is unique in two ways:

1. You will be able to choose contract grading.
2. You will see yourself on a video tape.

CLASS RULES

1. Absences:
   a. You are allowed only 3 all semester.
   b. Students who must be absent on days they plan to give speeches due to illness, personal emergency (hospitalization or an accident), or family emergency should call me immediately at 253-3185.
   c. Consequence of failure to do so:
      You will not be allowed to make up worked missed.
      I will lower your final overall grade 1/3 of a letter grade for each day missed beyond the 3 days allowed.

2. Speech Night:
   a. Each semester the Speech Department sponsors a SPEECH NIGHT. All students enrolled in Speech C110 are required to attend. Should you be unable to attend, you should be excused well in advance and an outside speaker report (in addition to the other reports required) will be due THE DAY OF THE SPEECH NIGHT FINALS.
   b. Consequence of failure to do so:
      A zero will be given and averaged in with your report grades.
   c. Summer school students will not have to be concerned about this.

3. Grading Options:
   a. A student may ask to see his grade card at any time.
   b. This course offers several grading options:
      1) Students wishing to take the course on a pass/fail basis should consult with their department head i.e. a speech major would see the Chairman of the Speech Department. I will not be notified of your decision and you should not tell me. Instead just choose the regular grading or contract grading and proceed accordingly.
      2) You may choose contract grading. If you choose this type of grading, you must adhere to the following rules:
         a) All oral and written assignments will be graded. If the grade is not what you contracted for, you may redo the assignment.
         b) ALL REDO assignments must be redone by the next class period. Failure to do so will automatically return a student to regular grading. Assignments may be redone until correctly done without any grade penalty.
         c) All work must be done on time.
      3) You may choose regular grading.
         a) The requirements for each grade is the same as on contract grading.
         b) Work will be graded as given. There will be no redo work.
         c) A mathematical formula for determining your grade is in the syllabus.

4. Value of Recitation and Lecture:
Lecture equals 25% of your grade and Recitation equals 75% of your grade. You must pass both parts to pass the course. Your final grade will be determined by me.

5. Late Work:
Students who are not prepared will be penalized one letter grade on both written and oral work and be expected to turn in written work or deliver missed speeches the next class period (I would note that you would have received a B on the Speech had it been delivered on time but a grade of C will be recorded on your class card).

6. Repetition of a type of speech:
   a. A student may not give a particular type of speech more than once (i.e. an informative speech may be given only once).
   b. Consequence of doing speech more than once: the student will be given no credit for the speech.

7. Appropriate Paper Headings:
   a. Phil Carson
      Speech C110
      11:00 A.M. M-W
      Battey
   b. Consequence of failure to do so:
      I will not grade the paper.

8. NOTEBOOKS:
ALL STUDENTS WILL BE REQUIRED TO BUY A THREE RING NOTEBOOK AND KEEP ALL THEIR MATERIALS IN IT. I WILL CHECK IT AT THE END OF THE SEMESTER. This is required because many students lose the materials passed out in class and thus begins a multitude of problems. All materials passed out in class will be punched except the critique sheets--perhaps a pocket in the notebook would be helpful for those.

9. Speaker Numbers:
Each student will be assigned a speaker number at the beginning of the class.

10. Notecards:
   a. Each student MUST use notecards. Notecards can be purchased-some are as large as 5" X 8"- in the bookstore.
   b. Consequence of failure to do so:
      I will lower your speech grade one half (1/2) grade.

11. Time Limits on Speeches:
   a. Time cards will be visible during each speech. Each speaker will have a 30 second grace period. What this means is a 2 to 3 minute speech must be at least 1:30 and no longer than 3:30.
   b. Time limits are used to teach students how to plan their time and to allow all the students the opportunity to complete several speaking assignments.
   c. Consequence of failure to meet time limit:
      Each student will be penalized one half (1/2) a grade. Students on contract grading may choose to redo the speech.

12. Video Taping:
    a. The video tape will be used twice during the semester.
    b. I will try to review at least one speech with you.

13. LIBRARY TOUR AND QUIZ:
    a. Your class will meet one day in the library for a tour and will be given a take home quiz.
    b. Failure to turn in quiz:
       The zero will be averaged in with your report grades.

14. Special Exemption From Doing Written Work:
    a. All students are required to do all materials on the first two speeches- Introductory and One Point Speeches.
    b. On the third speech students will be excused from doing the following if a perfect paper is turned in:
       1) The outline must be correct in every way. Students will be excused from doing outline on speeches four (4) and five (5).
       2) The audience analysis sheet must be done correctly with all points filled in. Students will be excused from doing audience analysis on speeches four (4) and five (5).
    c. NOTE: Students excused from outlines must still turn in a properly done bibliography with each speech.

15. Speech Critiques:
    a. I will supply the critiques.
    b. Each student will fill out a critique on each student in the class.
    c. The same form will be used for self-evaluations after each speech.

Plagiarism

PLEASE MEMORIZE THIS PAGE

Semester after semester I have been faced with student plagiarism. The vast majority of it has not been done on purpose. However, with all matters such as this, ignorance does not remove the responsibility of "guilty as charged" from the shoulder of the student! You are responsible and in other courses you will be automatically failed with no recourse for reinstatement. So pay attention to what I have to say.

Plagiarism occurs when an individual fails to tell a reader or audience where he/she got an idea or a statement. JUST BECAUSE YOU DO NOT DIRECTLY QUOTE A SOURCE DOES NOT MEAN YOU DO NOT HAVE TO DENOTE THAT SOURCE AS YOUR SOURCE OF INFORMATION.

For example: You have written a speech dealing with solor energy. In that speech you describe a process used to build a house using solar energy. At no time do you directly quote the source. However, all the ideas are from that source - you have just put those ideas in your own words. EVERY and I mean EVERY sentence that is a paraphrase of the source's idea must be footnoted. Failure to do so is PLAGIARISM.

If you learn nothing else in this course, I hope you learn how to document your work. Research is important but documenting (or giving credit where credit is due) is even more important. As a part of a business, research firm, law firm, doctor's practice, major corporation, etc, you will be held legally responsible when using other people's ideas. Only then it could cost you your job and/or a great deal of money.

I am insistent that you do this properly.the latter part of the semester I fail outlines automatically for failure to do this. On your one point speech I make an effort to teach you this skill. You too must be ALERT. Carefully read the sample outlines enclosed with the descriptions of the speeches. They have been included because they have been properly documented.

WHEN IN DOUBT, ASK QUESTIONS AND SEEK MY HELP!

Minimum Requirements for a Grade of C in Speech C110 (Check each item as you complete it.)

1. ______A Hang-Up paper due the ______. Discuss (1) your hang-ups in communicating orally: face-to-face, at home, work, with friends, enemies, teachers, in small groups and (2) your goals, which may include educational, personal, occupational, political, etc., and how this course might be relevant to these goals. (see sample)*

2. Speech Requirements:

TYPES OF SPEECHES (Explained in detail in the latter part of the syllabus)

Category 1 - Least Difficult
Informative Speech
Report of Speech Related Research
A Eulogy
"How to" Speech

Category 2 -- Moderately Difficult
Role Play Speech
Inspirational Speech
Speech to Entertain
Self-Concept Speech

Category 3 - Most Difficult
Persuasive Speech
Speech to Convince
Speech Defining, Explaining, or Reacting to a Word, Concept, Term or Principle
Impromptu Speech
Debate may be done on a 6-8 min or 8-10 min speech only.

______Introductory speech 2-3 minutes
______Speech 2 - one point speech 2-3 minutes
______Speech 3 - any category 3-5 minutes
______Speech 4 - any category 4-6 minutes
______Speech 5 - any category 6-8 minutes
______Final Speech - any category 8-10 minutes

3. A sentence outline will be due with each speech. The exception would be if a student turned in a perfect outline (absolutely no errors). In that case the student would not have to turn in an outline again until his/her final speech. This only applies to outlines beginning with the 3-5 minute speech.

4. The following items must be turned in with each speech (a checklist is provided for your convenience):

Outline	Audience Analysis	Notecard	Self Critique
______Introductory	______(Intro)	______(1 paper allowed)	______(Intro)
______2-3 minute speech	______(2-3)	______(3 notecards)	______(2-3)
______3-5 minute speech	______(3-5)	______(3 notecards)	______(3-5)
______4-6 minute speech	______(4-6)	______(3 notecards)	______(4-6)
______6-8 minute speech	______(6-8)	______(2 notecards)	______(6-8)
______8-10 minute speech	______(8-10)	______(1 notecard)	______(8-10)

5. ______Take a library tour and turn in a quiz.

6. ______Outside Speaker Report as outlined in the Lecture Syllabus.

7. ______Speech Night Critiques (or an additional outside speaker report if unable to attend).

8. ______A grade of C- or better in Lecture Section.

9. ______Use a visual aid with one speech (any speech is acceptable).

10. ______Self-Evaluation of your work.* This would include reflections of how you felt you did this semester. How the teaching aids helped or hindered you - i.e. video tape, contract grading, fellow students critiques, etc. 1 page typed - 2 pages hand written.

11. ______Critiques of all your fellow students' speeches throughout the semester. (See sample)

12. ______Notebook with all materials. Lecture syllabus, recitation syllabus, all handouts and all class papers.

Minimum Requriements for a Grade of B in Speech C110 (Check each item as you complete it.)

1. ____________A Hang-up paper due the ____________. Discuss (1) your hang-ups in communicating orally: face-to-face, at home, work, with friends, enemies, teachers, in small groups and (2) your goals, which may include educational, personal, occupational, political, etc., and how this course might be relevant to these goals. (see sample)*

2. Speech Requirements:

TYPES OF SPEECHES (Explained in detail in the latter part of the syllabus)

Category 1 - Least Difficult	Category 2 - Moderately Difficult
Informative Speech	Role Play Speech
Report of Speech Related Research	Inspirational Speech
A Eulogy	Speech to Entertain
"How to" Speech	Self-Concept Speech

Category 3 - Most Difficult
Persuasive Speech
Speech to Convince
Speech Defining, Explaining, or Reacting to a Word, Concept, Term or Principle
Impromptu Speech
Debate may be done on a 6-8 min or 8-10 min speech only.

______Introductory speech 2-3 minutes
______Speech 2 - one point speech 2-3 minutes
______Speech 3 - category one 3-5 minutes
______Speech 4 - category two 4-6 minutes
______Speech 5 - category two or three 6-8 minutes
______Speech 6 - category three 8-10 minutes

3. A sentence outline will be due with each speech. The exception would be if a student turned in a perfect outline (absolutely no errors). In that case the student would not have to turn in an outline again until his/her final speech. This only applies to outlines beginning with the 3-5 minute speech.

4. The following items must be turned in with each speech (a checklist is provided for your convenience):

Outline	Audience Analysis	Notecard	Self Critique
______Introductory	______(Intro)	______(1 paper allowed)	______(Intro)
______2-3 minute speech	______(2-3)		______(2-3)
______3-5 minute speech	______(3-5)	______(3 notecards)	______(3-5)
______4-6 minute speech	______(4-6)	______(3 notecards)	______(4-6)
______6-8 minute speech	______(6-8)	______(3 notecards)	______(6-8)
______8-10 minute speech	______(8-10)	______(2 notecards)	______(8-10)
		______(1 notecard)	

5. ______Take a library tour and turn in a quiz.

6. ______Outside Speaker Report as outlined in the Lecture Syllabus.

7. ______Speech Night Critiques (or an additional outside speaker report if unable to attend.)

8. ______A grade of C^+or better in Lecture Section.

9. ______Use a visual aid with one speech (any speech is acceptable).

10. ______Self-Evaluation of your work.* This would include reflections of how you felt you did this semester. How the teaching aids helped or hindered you - i.e. video tape, contract grading, fellow students critiques, etc. 1 page typed - 2 pages hand written.

11. ______Critiques of all your fellow students' speeches throughout the semester. (see sample)

12. ______Notebook with all material - lecture syllabus, recitation syllabus, all handout and all class papers.

Minimum Requriement for a Grade of A in C110 (Check each item as you complete it

1. ____________A Hang-up paper due the ____________. Discuss (1) your hang-ups in communicating orally: face-to-face, at home, work, with friends, enemies, teachers, in small groups and (2) your goals, which may include educational, personal, occupational, political, etc., and how this course might be relevant to these goals. (see sample)*

2. Speech Requirements:

TYPES OF SPEECHES (Explained in detail in the latter part of the syllabus)

Category 1 - Least Difficult
Informative Speech
Report of Speech Related Research
A Eulogy
"How to" Speech

Category 2 - Moderately Difficult
Role Play Speech
Inspirational Speech
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Category 3 - Most Difficult
Persuasive Speech
Speech to Convince
Speech Defining, Explaining, or Reacting to a Word, Concept, Term or Principle
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Debate may be done on a 6-8 min or 8-10 min speech only.

______Introductory speech 2-3 minutes
______Speech 2 - one point speech 2-3 minutes
______Speech 3 - category one 3-5 minutes
______Speech 4 - category two 4-6 minutes
______Speech 5 - category three 6-8 minutes
______Speech 6 - category three 8-10 minutes

3. A sentence outline will be due with each speech. The exception would be if a student turned in a perfect outline (absolutely no errors). In that case the student would not have to turn in an outline again until his/her final speech. This only applies to outlines beginning with the 3-5 minute speech.

4. The following items must be turned in with each speech (a checklist is provided for your convenience):

Outline	Audience Analysis	Notecard	Self Critique
______Introductory	______(Intro)	______(1 paper allowed)	______(Intro)
______One point speech	______(one pt)		______(one pt)
______3-5 minute speech	______(3-5)	______(3 notecards)	______(3-5)
______4-6 minute speech	______(4-6)	______(3 notecards)	______(4-6)
______6-8 minute speech	______(6-8)	______(3 notecards)	______(6-8)
______8-10 minute speech	______(8-10)	______(2 notecards ______(1 notecard)	______(8-10)

5. ______Take a library tour and turn in a quiz.

6. ______Outside Speaker Report as outlined in the Lecture Syllabus.

7. ______Written Option - only students working on the A grade are required to do this. A student may do an additional outside speaker report as outlined in #1. (Making a total of 2 outside speaker reports plus Speech Night Critiques) or a written option as outlined in #2,3,4,5, or 6.

11

1. Additional speaker report as outlined in lecture syllabus.
2. An original paper relating to an aspect of speech communication (4-6 pgs.)*
3. A research paper relating to speech communication (4-6 pages).*
4. Ten logs involving communication breakdowns with parents, teachers, brothers, sisters, employers, employees, boyfriends, girlfriends, husbands, wives, etc. in which you discuss the communication problem, related it to principles of general semantics, analyze it in an attempt to discover ways to solve the problem (1 page each).*
5. Analysis of your self-concept (cannot do this if you have already done a self-concept speech) - (4-6 pages).*
6. Review of five Speech Journal articles relating to speech communication (1-2 pages each).*

8. ______Speech Night Critiques (or an additional outside speaker report if unable to attend).

9. ______A grade of B or better in lecture section.

10. ______Self-Evaluation of your work. This would include reflections of how you felt you did this semester. How the teaching aids helped or hindered you i.e. video tape, contract grading, fellow student's critiques, etc. 1 page typed 2 pages hand written.

11. ______Critiques of all your fellow students' speeches throughout the semester. (see sample)

12. ______Use of a visual aid with one speech (any speech is acceptable).

13. ______Notebook with all materials, lecture syllabus, recitation syllabus, all handouts and all class papers.

SAMPLE: This is to be turned in at the begining of the semester.

Name ______________________________

Hour ____________ Day_____________

Leslie Kelly
Speech C110

Grade Contract

I, _________________________________, contract for a grade of _______________ in Fundamentals in Communication for ______________, 197_____ term.

I have thoroughly read the requirements listed in the recitation syllabus, understand them, and agree to fulfill them.

I also understand that this contract becomes void if I fail to:

1. Do my speeches and assignments on time.
2. Turn in my redo work on time.
3. Follow the class rules.
4. Achieve the necessary lecture section grade to receive my contract grade.

Date___________________________________

Signature of Student____

Signature of Instructor ______________________________________

SAMPLE: I will use this to compute your final grade should you be on regular grading.

Regular Grading

Point Value

A+ = 13	B+ = 10	C+ = 7	D+ = 4	F = 1
A = 12	B = 9	C = 6	D = 3	No work - add 2 to the number dividing the total
A- = 11	B- = 8	C- = 5	D- = 2	

Speaking Assignments 40% of grade
Introductory Speech (1 X) = ______
One Point Speech (1 X) = ______
Speech 3 (2 X) = ______
Speech 4 (3 X) = ______
Speech 5 (4 X) = ______
Final Speech (5 X) = ______
Total= ______ ÷ 16 = ______(grade average)

Outlines 15% of grade
Introductory Speech (1 X) = ______
One Point Speech (1 X) = ______
Speech 3 (2 X) = ______
Speech 4 (3 X) = ______
Speech 5 (4 X) = ______
Final Speech (5 X) = ______
Total= ______ ÷ 16 = ______(grade average)

Notecards 5% of grade
Introductory Speech (1 X) = ______
One Point Speech (1 X) = ______
Speech 3 (2 X) = ______
Speech 4 (1 X) = ______
Speech 5 (4 X) = ______
Final Speech (5 X) = ______
Total= ______ ÷ 9 = ______(grade average)

Written Work 15% of grade
Outside Speaker Report (2 X) = ______
Speech Night Critiques (1 X) = ______
Self-Evaluation (1 X) = ______
Hang-up Paper (1 X) = ______
Library Quiz (1 X) = ______
Total= ______ ÷ 6 = ______(grade average)

A students only Include under written work
Written Option (2 X) = ______ ÷ 2 = ______(grade average)
Total - 75% of your grade

Your Name ____________________________

Semester ____________Section__________

SAMPLE
Hang-up Paper

My hangups in communicating are hard to pinpoint at this time, mainly due to the fact that I have spent little, if any, time looking for them. Being the editor of two club newsletters, I feel that I have at least a fair ability in the field of written communications.

But writing is not the concern here. Ours is not to write, but to speak. And writing of speaking is the purpose of this paper. In terms of everyday communication, I have little trouble in normal situations with friends and acquaintances. I have had little experience in large group speaking, other than that of a regular classroom situation in the form of oral book reports, etc. A simple narration and question-and-answer situations are little trouble also. My real problem is in a situation with a very large group, total strangers, or similar occasions. Being basically introverted in most instances is the only logical reasoning I can place behind this.

Communication at work is not a problem for me at this time, as I am not presently employed. However, in selecting a job I definitely prefer one where there is little contact with the public. I have no problems at home, and I usually have little to say to teachers, and try to avoid any enemies that I may have.

On the subject of goals, which everyone is supposed to have, I really don't know what they are right now. I could dig way down, and get things like get out and earn a good living after college. Most of my goals are minor, materialistic, and can either be realized within a short time, or not at all, based on certain physical or monetary factors. Also, most of them have something to do with a hobby interest.

I really doubt that this course will be of much help in any of those things mentioned above, and as much as it appears at this time that I am going to dislike the course, I must admit that it should be of some help. Therefore, I will try to pass this semester, in order to get out now and not have to prolong any possible suffering on my part.

SAMPLE

AUDIENCE ANALYSIS

SPEECH ANALYSIS SHEET
(To Accompany Outlines)

NAME ______________________ SPKR NUMBER 1 SECTN 39

SPEECH ASSIGNMENT Informative NUMBER 1

PURPOSE To inform the student the procedures needed to know for first aid: "Shock"

I. INTEREST: (What factors in the audience, when related to the content, delivery, and organization, will create interest?)

First aid is very universal. Everyone will need it to some degree in the future. I don't believe there will be a great need to arouse interest. This should be interesting to both the males and females. From the beginning I will express to the audience how they need this information.

II. UNDERSTANDING: (What factors in the audience, when related to content, delivery, and organization, will create understanding?

I will express the various symptoms of shock, and in great detail outline the procedures required concerning each symptom. I will organize the speech according to the three various types of shock. White, red, and blue.

III. MOTIVE-APPEALS: (What factors in the audience, when related to the content, delivery, and organization, will create a motive(s)? Consider logic, emotion and credibility.)

In my introduction, I plan to encourage the audience toward their need for First Aid in case of an emergency. I plan to appeal to the audience's need to help others.

IV. SITUATION: (What factors in the audience situation or occasion must be considered in order to obtain the desired response?)

First of all I must consider the fact that the audience is required to be there. Secondly this is the second time they have listened to me speak of First Aid, therefore I've tried to revise the speech considerably narrowing it down to one basic point.

V. GENERAL: (What audience factors are relevant to this purpose other than those noted above?)

Everyone in the class happens to be in a learning situation, at this point in their lives they are striving to improve their knowledge, and themselves. I believe in a classroom atmosphere they will be more willing to listen to an informative speech.

VI. APPROACH: (Note the general thrust or idea that capsulizes your strategy to accomplish your purpose.)

The general trust to my speech is represented in the situation. "What If" What if an emergency should happen and you, the audience were the only ones that could possibly help.

SAMPLE NOTECARD: 8-10 MINUTE SPEECH

w did auto come to be:
1800s - love
1908 "T"
1. mobility
Gen of 20s, 30s, 40s
inal result
Finest
nergy crunch complex
energy crunch
inancial strain
running out 1985-95
New energy sources
1. coal 4-8yr
2. Nuke 6-12yr
3. New tech 21st cent

III What is rational car
A What it is not
③ Comparison
A Diff. in size
④ Dimensions
A rational car is built
economic:
[redacted]
IV ⑤ Impact in mfg
Greatest impact is in
fuel efficiency
⑦ Use of gas
⑧ Saving of gas
changes need not be drastic
Ask

Bill Pursel

For 25# body wt 75#
else where
Geometric
If wt reduced by 500#
equiv 20m bbl
If mile reduced 10%
240 mil bbls fuel
[redacted]

SAMPLE SELF CRITIQUE (to be filled out on your self after each speech).

TYPE OF SPEECH Self concept SPEAKER NO. #4

SUBJECT Self HOUR Noon

In your opinion did the speaker fulfill the assignment? Was the Speaker's delivery natural? Yes, yes.

STRENGTHS

eye contact?

BRAVE enough to talk about myself

WEAKNESSES

Too Tied to notes.

Appeared nervous

Rocked back + forth

wrung hands

Lost place + forgot material once.

ADDITIONAL COMMENTS:

Explanation of Outside Speaker Reports

Each semester students are required to do outside speaker reports. The form for the reports can be found on pages _____ and _____ in your Lecture syllabus. Attached are a sample of each - an informative report, a persuasive report and a play report.

Play reports may be done but they must be done on a professional theatre productions no high school productions. Ministers may not be used for reports.

Popular speakers have been those scheduled by the speech department or campus groups; those individuals who present programs at the public libraries; and those who are listed in the "Let's Go" section of the sunday newspaper.

Plan to see a speaker early - some cancel at the last minute. Those working on an A grade can use a second outside speaker report for their "Optional Assignment."

OUTSIDE SPEAKERS: **ONES SEEN IN PREVIOUS SEMESTERS**

Mayor Hudnut - Religious Conventions

Andrew Jacobs Sr.

Congressman Lee Hamilton

Congressman Dave Evans

Mobile Home Representative

Biology - Dr. John Boyer

Anti ERA - Kathy Mikou

Alan Thomas - Humane Society

City Councilwoman - Barbara Chambers

Right to Decency

YWCA - Lee Churchill - Women's Liberation

Let's Talk About Indians - Dr. J.T. Howard

"Macbeth" - Indiana Central University

"Godspell" - Indiana Civic Theatre

"Hamlet" - Christian Theological Seminary

Forum on Coal Strike

Blacks Role in Films - Donald Bogle

Art of Running - Bill Rodgers

IRS Laws - Leonard Thompson

Home Solar Construction - Dan Maynard

Teenage Problems - Anne Gunason

1500 Mile Canoe Trip in Canada - Bill Penn

Dentures - Dr. Jordan

Magic - Hank Moore House

Black History - Mrs. Bonita Rowley

Sex Roles - Dr. Linda House

CPR - Patrolman Mike Berry

Journalism - David Manwiler

Slide Tour of Russia - Clay Francis

Fight Capitalism - Stokley Carmichael

Family Communication - Jan Petty

Sample Outside Speaker Report
REPORT #2 (PERSUASIVE)

A. IDENTIFICATION:

STUDENT'S NAME Jeff Hubbard

INSTRUCTOR Leslie Kelly Battey SECTION 12:00 Noon

SPEAKER OBSERVED Senator Larry Borst

DATE, TIME, AND EVENT February 3, 1977 4:00 p.m.

Sponsored by IUPUI Political Science Department

B. OBSERVATIONS:

1. The response for which he was aiming was to enthuse the audience about parimutuel betting. He also wished to get its active support.

2. Senator Borst made this speech February 3, 1977. He was sponsored by the IUPUI Political Science Department.

3. The main points of the speech were:
   a. To give a history of parimutuel legislation showing the change of attitude recently.

   b. To show how it benefits the state financially.

   c. To explain how it would be completely and closely regulated.

   d. To separate it from organized gambling.

4. The only logical proof seemed to be that if the motels and restaurants in Louisville were very busy, then we could assume the communities around the race tracks would also prosper.

5. To increase his ethical proof Senator Borst told of his childhood picnics and races, thus associating himself and parimutuel betting with innocent childhood, the Sabbath and racing.

   He told of his happy and harmless pastime and said he was an Ohio State graduate (thus he was intelligent) so it was okay.

   He said he did not want the church to legislate his morality, somewhat suggesting the church was evil to try to do it. (So the opposition to parimutuel betting is evil.)

   He assumes the authority for leading this "cause" since he "knew more about it than anyone else in the Senate." It is his duty to get it passed.

6. One motivational appeal might be the "trust me," I will see it is completely regulated and licensed. That way the people have nothing to fear from organized gambling, etc.

   Another appeal to the emotions would be that Indiana has a "rich tradition" of horse breeding and we should continue it.

   Since there have been changes in society about the ERA and the no-fault divorce laws, we should also be up-to-date with parimutuel betting. (And, since it is going to pass anyway, we should join the winners.)

7. The speaker stated that 99 percent of the opposition came from the church. He seemed to deduce that the church was the only opposition.

8. An example of faulty reasoning would be that, because all except four states have parimutuel betting, Indiana should have it.

   Another example of this would be the assumption that, since 99 percent of the opposition is from the church, there is no other opposition.

   "Most people want it" does not seem to be proved one way or the other.

He seems to assume that because 70 percent of the tax money would be used by elementary schools, people would be stupid not to want parimutuel betting.

He assumed most people could condone parimutuel betting because only one million voted on the 1968 referendum.

He assumed it was getting closer to passage because it lost by only one vote last year and there are different legislature members now.

9. Senator Borst's physical appearance was dull, because throughout his speech he leaned on the podium. However, he was dressed in a blue leisure suit which made him bearable. Had he moved somewhat during his speech it would have been more interesting.

Vocally, Senator Borst spoke in a dull monotone during his speech. This did not draw interest to his cause.

Verbally, his movements with his words were coordinated. He did not seem to stumble verbally at all, probably because he did not move any.

C. EVALUATION OF SPEECH EFFECTIVENESS

The speech on parimutuel betting was given by Senator Larry Borst, a state senator from Indianapolis. Senator Borst's speech was mainly to enthuse the audience.

From the conversations I have heard from students before the speech, they were for it. Senator Borst began by giving a history of parimutuel betting. This seemed to be the only part of the speech he had organized. He explained how his family would go to the track when he was small and spend an afternoon there. He also spoke of parimutuel betting bill and told when they were introduced to the House and Senate. The clos the bill came to passage was in 1967 when an advisory referendum was made. It did not pass.

Senator Borst explained about the most opposition coming from the church; he did not want the church to legislate his morality.

He also said business would increase in hotels and restaurants around race tracks. He said there would be 600 new jobs created at each race track. He deduced this would solve some of the unemployment problem.

At about this point his speech became difficult to follow. He said that he wanted the bill to pass, not because he went to the horse races, but because of the jobs it would create and the public wanted it. I could not reason why he mentioned earlier in the speech of having a goodtime at the track when he was small and still not continuing when he was older.

He told how taxes would be used to help the schools. This was a good point. As for the rest of his speech, his points were not clear and did not seem sensible.

He did not have any visual aids. His voice was monotonous and the speech was not organized or coherent. There was no logical sequence of arguments and no conclusion. It just wandered off.

I recall having seen Senator Dirksen speak on television several times when I was younger and not very interested in his effectiveness. I do, however, most vividly recall the face, the hair, and the hands. He did indeed resemble a basset hound with the loose jaws that flapped around. His hair was a mess and his hands very large and powerful looking. I suppose Dirksen's entire anatomy was a gesture waiting for the appropriate moment to happen. His humor, along with the sober face and iron glare were elements of power and seriousness. He could inform and entertain and persuade all at the same time, using both his powerful voice and his PLAY-DOH face. He was a caricature of himself and knew how to manipulate his own features to amplify his message.

Sample Outside Speaker Report: A Play

The evening of Thanksgiving day found me at the Indiana Repertory Theatre viewing Lillian Hellman's play "The Little Foxes."

When I arrived at the theatre the audience was almost non-existent, but by the time the play began the theater was reasonably crowded. To my untrained eye the audience appeared to be anxiously awaiting the coming entertainment. Many it seemed knew the story behind "the Little Foxes", while others, like myself were seeing it for the first time and knew nothing about it.

Safely, I can say I was the youngest person there, but there were a few people who could not have been older than 25. A greater majority of the audience were over forty, upper middle class, and advent theater goers, if one could judge by the conversations overheard.

As the play progressed the audience's mood moved right along with it. If the bad guys were winning the audience responded; everyone became involved in the story. Finally, the last curtain call had come and the audience applauded wildly. Its mood then was one of happy, contentment from being well entertained.

A play suited for everyone, "The Little Foxes" is believable because its message is so relevant,to today's problems. In it the idea of human dignity and self pride are encouraged. Simply stated one could say its central theme was, that to see wrong done and not try to stop is equally as wrong.

My favorite character in the play was Birdie Hubbard, which was played by Margaret Phillips. Although Birdie's part was small in comparison to the others I could identify with her; she was in a way the me I never want to become. Ms. Phillips' vocal quality, gestures, and movements were beautifully done, for they portrayed a lost, disillusioned woman, which is what Birdie Hubbard had become after her marriage. Not once did Ms. Phillips appear to be acting, she became Birdie Hubbard completely.

The entire cast was excellent in its performance. Each actor fitted his role nicely and everyone complimented each other well. Among the members of the cast one could sense the kind of closeness necessary for a successful production.

From what I observed acting and extemporaneous speaking differ in two respects. First, an actor's words are not his own, the speaker's are, for they come from within him. Secondly, the actor learns a part, practices for hours to get it just right. However, the extemporaneous speaker must rely on what comes to mind and there is little time for pratice and preparation.

The scenery for "The Little Foxes," for this particular production, was the only drawback. Sitting as close as I was I could see the tattered furnishings and peeling sets, which distracted from my enjoyment. As the play rolled on though, the superb acting made me forget the scenery's ugliness. I began seeing things as they should have been, elegant and beautiful.

Never having attended a professional theatrical production before I must admit I was pleasingly surprised by the experience. Perhaps, now even I will become a theater goer.

Instructions From Speech Department

SAMPLE SPEECH NIGHT

The SPEECH NIGHT Activity is held each semester for students from the Speech/Communication C110 classes. Each C110 class will elect its best speaker to represent it in the Semi-Finals.

The Semi-Finals will be held on Wednesday, April 10, from 7:45 p.m. to 9:30 p.m. in various classrooms at Cavanaugh Hall, 925 West Michigan Street. Each student will speak once, competing within a small group. The winner of these rounds will be designated by student judges from the classes. All speakers participating will receive critiques by members of the Department.

On Monday, _____ at 8:15 p.m., the winners of the Semi-Finals will meet in Lecture Hall 101 for the Final Round. The Final Round will be judged and critiqued by Professor Raymond G. Smith, Department of Speech, I.U., Bloomington. (Taken from previous speech night).

After the judge delivers his critique, he will announce the winners of the first three places and present them with trophies.

Certificates of Excellence will be presented to all speakers who participate in the SPEECH NIGHT activity.

Attendance at the Semi-Finals, _____ will be limited to the Critics, Chairpersons, Instructors and the student judges. Please inform your students that Attendance at the Final Round is required.

Speaking Information:

1. Type of Speech: A carefully prepared persuasive speech (problem - solution).

   A 5 1/2 to 6 1/2 minute persuasive speech is designated. Perhaps a brief discussion would tend to give us more common ground. The persuasive speech has been approached in several ways. One way to think of it is in terms of:
   1. The speech To Stimulate - the speaker and audience already agree, i.e. are the same mind. The speaker reviews old, well-known support, then adds some new support.
   2. The speech To Convince - the speaker and audience are not in agreement. The speaker seeks to change an existing belief or to instill a new one. The speaker marshals support to this end.
   3. The speech To Actuate - the speaker and audience may or may not be in agreement. The speaker seeks to change an existing belief, or to heighten an existing belief, or to instill a new belief; then the speaker proposes and finite action based upon this belief.

Form number three includes the problem - solution speech. It is only fair that the students be told that previous judges have shown a definite preference for the problem - solution speech. The student who best shows how a proposed action (solution) will solve a problem has been given preference.

2. Subject: Speaker's choice.
3. Time Limit: 5 minutes and 30 seconds to 6 minutes and 30 seconds. (Speakers will be disqualified for speaking less than 5 1/2 or more than 6 1/2 minutes.) Time signals will be used.
4. Visual aids may be used. They must be NEAT and clearly VISIBLE.
5. Notes: Limited to two 3 x 5 cards and a quotation may be read from a book or paper.
6. Preliminary round at 7:45 p.m., _____ will be held in classrooms which may or may not have a lectern.
7. The final round will be delivered from a lectern.

Sample Speech Night Report

At the recent Speech Night Semi-Finals, that were held at Cavanaugh Hall, I had the opportunity to act as one of the judges in room 243. While serving in my role as judge I was able to listen to six very effective persuasive speeches.

The first speech dealt with the subject of overpopulation and was given by Doug Walling. Mr. Walling's introduction was straight and to the point somuchso that no one could possibly doubt how he felt about the issue. With the use of statistics, quotations, and facts Mr. Walling was able to present his speech realistically. His delivery, while tense at times, held several strong points.

Ms. Suzanne Dillander was the next person to speak. Her choice of topic "The Correction of Correctional Institutes," was I thought, well supported. For her information Ms. Dillander had gone to books, magazines and pamphlets. In addition she had conducted several interviews and had even drawn from her own life an incidence; which proved to be the highlight of her speech. In conclusion Ms. Dillander asked that the audience take whatever steps necessary to assure that our reformatories truly reformed.

Following Ms. Dillander's speech, Ms. Jean Reyes next took the floor. Her subject of persuasion was the outlawing of abortion. All the excuses used to justify abortion were discussed, analyzed and shot down by Ms. Reyes. Handling her presentation well Ms. Reyes partially achieved her purpose in that she established that there was a need for a change in abortion legislation. However, complete annihilation of legalized abortion would be wrong and she failed to make me think otherwise.

The fourth person to speak was Mike Thalling and his speech advocated support of the United Way Fund. In his presentation Mr. Thalling pointed out the benefits provided by the United Way to other institutions and how we could, with only a small donation, do wonders. He concluded his speech by saying that the United Way could only work if we were behind it 110%. There was very little wrong with Mr. Thalling's delivery. Had he not been disqualified it is quite possible he would have advance as a finalist.

Having drawn the number five, Ms. O'Hiech was the next speaker. Ms. O'Hiech began her speech by playing on the parental protectiveness each of us naturally has; by informing the audience that their children were being victimized by the advertising claims of some food companies, Ms. O'Hiech was able to present her case. To support her claim Ms. O'Hiechh use several well-known slogans as examples and analyze their respective products. She showed proof that the slogans while appealing, were hollow promises geared to snag innocent children. Even though Ms. O'Hiech managed to accomplish her purpose, she failed to get the desired response due to a very shaky, tense delivery.

The sixthspeaker, and eventual finalist from room 243, was J. Green. He had chosen as his topic, fear and with it he did marvelous things; he quoted quotes, spun tales, and kept everyone in stitches throughout the speech's entirity. Possessing the confidence I wish I had, he delivered his speech clearly, forcefully, and persuasively. At the conclusion of his speech not one member of the audience could deny its affect on them. Every element of his delivery was perfect, yet one thing bothered me. Why was he allowed to use his watch to time himself?

Speech Night Semi-Finals night was fun, challenging, and I even learned something, so that made it rewarding. I picked up many good speaking tips and saw how easy speaking could be. All in all it was a very enjoyable evening.

SAMPLE
Self Evaluation

"I can honestly say that this course is the first college course that has honestly helped me in a long time. I had a real fear of getting up in front of an audience and addressing them. I had attempted to take this course three times previously and each time I backed out. I am relieved that the course is over, but I am so grateful for all of the self-actualization that has occurred.

I was truly petrified of the vido-taping at first. Though, just as you said it would, it was the greatest help seeing my first and last speeches and comparing them. The contact grading, I thought, was very fair in the way that we could choose exactly how much work we wanted to do for the grade we opted for. I thoroughly enjoyed the written option in the contract grade of "A", I truly enjoyed writing my self-concept paper. Never before have I had to examine myself so closely and figure out exactly what my self-concept was. I enjoyed reading the critiques of the other students on my speeches. I think we students have a tendency to value the opinions of our peers. The student critiques were very helpful to me, in writing them and in reading my own. I think that five speeches was a very adequate number of speeches to give and in opting for an "A" I am glad that I had to give a speech out of each catagory. I wish now that I had attempted an impromptu speech, but I am sure I will have the opportunity to give one in Speech C223.

I feel 100% more self confident in my speech-giving abilities. I have seen a slow improvement over the five speeches, and to tell you the truth, I felt self-confident and used much better eye contact on my last speech. And to feel like that has been my goal all along."

Sample Self Concept Paper: An A Grade Option

I am presently twenty-six years old, married and a student at I.U.P.U.I. What factors have led to my present status? What factors have caused me to behave the way I do? And most important of all, who am I and where am I going?

There are a number of persons and experiences that have shaped my thinking and my motives for achievement. My father has had a profound effect on my present concept of myself and my future. He is a high school shop and Architectural drawing instructor; a man of limited financial means who lived a life for his children. When I was living with my parents, a period of sixteen years, my father set an example for me that I will always remember. During those sixteen years, not one cigarette, not one alcoholic beverage, not one word of contempt or any example of vice was ever consumed or condoned in our household. These practices that my father advocated were not his true concept of his personal life style, but instead were practiced for only one reason. This reason was to create an environment that was conducive to the rearing of their son. Now that I am old enough to see what my parents were doing and to see the sacrifices that were made for me, I am trying to follow their example, not out of blind trust but out of a tremendous respect that I have for what they have done for me. These years at home taught me honesty, truth and respect for others. I still have these attributes today.

One of the most dramatic situations that has had a tremendous effect on my attitudes toward religion and emotional security occurred when I was about ten years old. When my father was about fifty-two years of age, he contracted a severe case of pneumonia. Pneumonia was not the only complication. He suffered from diabetes myelitis and congestive heart failure. The combined complications were a tremendous obstacle that at the time spelled "no chance." I can always remember staying with my father in the hospital through the long, lonely nights. Just about everyone had given up any hope of recovery. The doctors would come and give advice to the family. The family minister would join my family in prayer. Everyone we met and knew were ready to give up and ask for security and help from the 'Father Almighty.' My father, mother and I went on through those nights of suffering and worry and for some reason my father survived. I saw my father all through those long and lonely times. He did not turn for help to some irrational deity in time of near death, nor did he find solace in the mumbling drone of the ministers, nor were the beggings of the irrational heard by their deity. My father relie upon himself for help. He summoned superhuman courage and refused to let the complications take their toll. I am not saying that professional medical help and the right drugs (although the right drugs were unknown at the time) were not a factor in his recovery. But I do know that blind faith was not the answer. This experience has made me another part of what I am today. I am now an egoist, not an egotist, I am a person who is individualistic and finds help only in oneself and blames only myself for failure. Today I have only pity for those who are compelled by fate and blind faith. I respect other faith in silence, but refuse to adopt it myself. I would find it impossible to rely on or trust these people in times of emergency or need because they fail to trust in themselves, thereby letting a decisive measure go unresolved due to their indecision and fear.

I attended high school for four years and upon graduation went to Ball State University. There I spent two years studying Architectural design and engineering. My first chosen career was not to my liking and I then volunteered for duty in the Air Force. There I spent four and a half years living in the Netherlands and was finally discharged from the service in 1973.

The above succession of events also has had a profound effect on my current values. When I was in junior high and high school, I was in a position where I had to identify with only two or three hundred people. Everyone knew and was aware of the others' wants, abilities and needs. In that atmosphere I held a position of relative importance to myself and others. I then went on to college and was forced to compare and identify myself with not two or three hundred others, but with tens of thousands of people. My importance to others became immediately less significant. Upon entering the Air Force, I was for the first time given a number. For a long period of time I responded to the number instead of my name. The number itself reflected in no way ones abilities or usefulness. The size of the number made me realize that I was just one insignificant character in a figure composed of seven digits. I then was forced to have a rude awakening as to my importance to society. I have no important significance to society. I now live for myself, family and friends. My once great dreams of grandeur and reknowned success have fallen by the wayside. Today I see my true perspective to society.

At present, I am enrolled in a Pre-Veterinary curriculum at I.U.P.U.I. I have hopes of being accepted into the 1975 class of Veterinary Medicine at Purude. As to my future, I hope to become a verterinarian and take over my father-in-law's practice in rural southern Indiana. I would like to lead a pleasant uncomplicated life away from the rush of industrialized, polluted cities. I have seen cities all over the world including Europe, Asia, Eastern Europe, Mexico and Canada. Therefore I don't feel that I am ignorant of what cities have to offer. I only want to live for myself and my family and friends in peace and quiet.

SAMPLE CRITIQUE

TYPE OF SPEECH (1)______________________________ SPEAKER NO (3)__________

SUBJECT (2)______________________________ HOUR(4)__________

In your opinion did the speaker fulfill the assignment? (5) Was the Speaker's delivery natural? (6)

STRENGTHS (7) WEAKNESSES (8)

ADDITIONAL COMMENTS: (9)

TIME?__________

If you were to assign a grade, what grade would you give the speech?

EXPLANATION OF CRITIQUE

1. Each student is required to fill one of these out for each speech given in class.
2. Common errors on critiques:
    - (1) The type of speech is not noted. Speakers should be sure and let their audience know the type of speech either before beginning or clearly state it during the speech.
    - (2) The subject of the speech should be written down. If (1) or (2) are unclear then the student critiquing the speech should question whether the student delivering the speech has met all the requirements.
    - (3) The speaker number should be placed on each critique so that the critiques can be easily separated for speakers at the end of each class.
    - (4) Please mark the starting hour of the class (i.e. 9a.m.) so that the critique can be separated from my other classes.
    - (5) Many students routinely answer "yes" to this question. Carefully consider if the speaker fulfilled the assignment. Since you do not have to identify yourself anywhere on the critique, you can be honest here.
    - (6) Was the delivery natural? This is a difficult question to answer. I usually consider the speaker's style and judge him/her accordingly.
    - (7) Always mention a speaker's strong points. Everyone has something good in a speech - interesting subject choice, good content, unusual delivery, etc.
    - (8) Mention those habits that the speaker may be unaware of or could correct easily - i.e. strokes beard, plays with hair, rocks back and forth, taps the podium, folds and unfolds notecards, plays with pen, looks at ceiling rather than audience, didn't explain visual aid, etc.
    - (9) This is space for any other comments.
3. Speakers who do not make the time limit have to redo their speech so listen to the time given by the timekeeper.
4. My critiques will be on top and I will keep a carbon copy for my records.

EXPLANATION OF A VISUAL AID

Definition: A visual aid is anything that is used to help the audience visualize what is being said.

Types: Black board sketches, charts, graphs, slides, pictures, overhead projections, motion pictures, posters, models, etc.

When to use: Essential in explaining some material such as how to do something. Imagine trying to explain how to tune-up a car or change a tire without showing some visual aids. Statistics are often clearer when presented visually. Jeffery and Peterson mention three questions to ask:

1) Do I need a visual aid?
2) Can I effectively display it to this audience?
3) Will the aids assist me in developing my subject without dominating or detracting from the speech?

Considerations: Some individuals automatically think that a visual aid should be used. This is not true. When using an aid it is necessary to take into consideration how well you will be able to use it. Fumbling with a visual aid will only detract from a speech so be sure you will be comfortable with whatever you will use.

Preparing It: Nothing is more discouraging to your audience than not being able to see what you have prepared. Many C110 students make the mistake of not using proper materials. All posters must be visable to those sitting in the back of the classroom. I happen to sit in the back and cannot see many visual aids. As a result they detract from the student's presentation - I spend the time straining to see the material. White cardboard should be large; letters on the cardboard should be big, bold and well spaced; masking tape should be brought since the blackboard holders don't always work, and you should practice the speech using the visual aid.

Passing Materials Around: It is ok to pass materials around during your speech but you should be prepared to have the class paying more attention to it than you. Be sure that they don't have to read anything-just look. When the speech is done, collect the materials so that you do not disturb further speeches with your materials.

Text Reading: Further reading can be done on this subject in your text on pages 312-315.

EXPLANATION OF A SENTENCE OUTLINE

It has remained a mystery to me as to why students who have reached college are unable to write a complete sentence. If you are such a student, then I must forewarn you that I have little patience with such individuals. I am strongly in favor of students taking English before they take this course. It has been my experience that students who were honor students in English in high school or have completed English in college, on the average, receive one letter grade higher in Speech C110 here at IUPUI. I have had more than one disappointed student have to lower his grade contract because his/her written English skills were not advanced enought to reach his/her grade goal.

Why a sentence outline? Earlier in my teaching career I tried a topic and phrase outline. I discovered that all students did not know how to do either with any consistency. I lost patience and was more discouraged with the outlines. I assumed that all students who reached college level at least knew how to write a complete sentence and so I began requiring sentence outlines. You may laugh when you read this but I still have problems each semester with students incorrectly doing outlines.

A few simple rules:

1. Each point and I mean each point must be a complete sentence. I find students most often violate this rule when they list items-each item must be a part of a complete sentence.
    i.e. David has been to ten states:
        a. Nebraska
        b. Illinois INCORRECT
        c. Colorado, etc.
        David has been to ten states: Nebraska, Illinois, Colorado, etc. CORRECT(when no detail needed)
        David has been to ten states.
        a. He spent some time on a farm in Nebraska.
        b. He enjoyed his visit to Lincoln's home in Illinois.
        c. He loved Colorado's mountains and wants to live there some day. CORRECT(when detail used)
2. Symbolization must be used correctly. Attached are some sheets explaining symbolization and its use. The most frequently found error is that of failure to use indentation. Points that describe a topic are subordinate to that idea. Therefore it must be indented.
    i.e. Today I would like to talk about my C110 Recitation Section, I will cover three major areas: schedule, speaking assingments and outside reports.
        I. The sheet I am passing out is your semester schedule.
            A. First you should note when the speaking assignments will be fulfilled.
                1. Each student will be required to speak six times.
                2. The speaking assignments will occur more frequently towards the end of the semester.
                etc.
3. Each point should contain only one sentence. I often receive a paper with more than one sentence per outline point. If you are directly quoting a source, note the source and then by identing give the quote.
    i.e. In our textbook Speech A Basic Text the authors had a great deal to say about parts of speech but this was the best advice I've found.

> "A clear pattern of organization is probably more important in speaking than in writing because in written communication...etc."

4. The fourth most common error is failure to document an outline. I cover the seriousness of this in the section entitled Plagiarism. Carefully read the outlines given as examples and note how they are properly documented.
5. Another common error is the failure to list the sources in alphabetical order. Because most students have not had a term paper writing course, they do not know how to properly write a bibliography.
    a. None of the dates should be abbreviated.
    i.e. INCORRECT Oct., "76 CORRECT October, 1976.
    b. Articles are ignored when considering alphabetical listing.
    i.e. INCORRECT
    Jones, David, Adam and Eve
    Greg, Donald, How to Interpret the Bible
    "The Debate about the Bible", Christain Science Monitor
    CORRECT
    "The Debate about the Bible", Christain Science Monitor
    Greg, Donald, How to Interpret the Bible
    Jones, David, Adam and Eve
    articles include-the, a, an, etc.
    c. Newspaper names, books, magazine titles should be underlined.
    d. An article taken from a magazine, newspaper, etc. should be in quotation marks.
    "The Failure of SALT Talks", Newsweek, March, 1978, pp. 23-29.
    e. Pamphlets should be listed as follows-
    Title of pamphlet, publisher, place of publication (if available), date of publication (if available), series number (if available), number of pages.
    How to Brush Your Teeth, Johnson and Johnson, Cincinnati, Ohio, 1977, Series: XII, 3 pages.
    When in doubt ask me what to do. There is much confusion with this type of publication.
    f. Interview with individuals are legitimate. However, you must supply the following information.
    Name of individuals name
    Title or occupation
    Date, time and place of interview
    i.e. Tom Sweeney, owner of Tom's Shell, 82nd and Allisonville, interviewed on May 1, 1978, 11:30 AM at his station.
    The example might be typical of a source for a speech dealing with something mechanical.
    g. Failure to provide an adequate number of research sources is frequent error. What the student fails to realize is that if I decided to do further research on that subject, I would need some sources of information.
    i.e. I had an excellent speech on magic. The student had been doing this for eight years so much of what he did was "out of his head (self knowledge)". However, I asked that he supply 3 sources of information. He gave me a list of three books that would be applicable to his subject even though he did not directly use them in his speech.
    You must supply me with the correct number of sources even if you have not directly used them in your speech.
6. Do not use abbreviations of any kind in an outline or bibliography. Everything should be spelled out in full.

Appropriate Form For Outlining

Many students have a very difficult time with the appropriate form (symbolization) for an outline. The form serves a very important function-it alerts the reader by allowing to see what is important and what is least important.

The symbols are as follows:

I. (Main Point)
  A.
  B. (Main Subheading)
    1.
    2. (Subordinate idea)
      a.
      b. (Smaller Division)
        1)
        2) (Detail)
          a)
          b)
            (1)
            (2)
              (a)
              (b)

Such extensive subdivision is only found in longer and more detailed speeches.

II. Symbols are the same for each major point.

Remember the following:

1. Each written point begins with a capital letter.
  I. David lives in Indianapolis.
    A. He lives near Speedway.

2. Each subordinate point should begin directly under the first letter of the point above.
  I. Dr. King had a tremendous influence upon others.
    A. He had a persuasive ability in spekaing to large crowds.

3. Always line up each line with the one above if it is part of the same point.
  2. He proved that non-violence was a more powerful force than any weapon of violence.

4. Failure to pay attention to this type of detail really gets a reaction out of me.

Corrected Outline

INFORMATION ON MYSELF
INTRODUCTORY SPEECH

This point does not describe racquet ball.

Introduction: My name is and I am a Freshman here at IUPUI. I would like to give you some information on my life to this point.

No abbreviations

I. Here is some general backgroupd information:
   A. I was born here in Indpls and have lived here all my life.
      1. I have 2 sisters and one brother.
      2. I live in a Republican neighborhood on the southside of Indpls. — No abbreviations
      3. I was raised in a Catholic grade school and a Catholic high school.
      4. I have always been rather shy, but I do have a girlfriend with whom I enjoy spending time ~~with~~ — punctuate the end of a sentence

II. As far as my interests and hobbies are concerned, in my spare time I like to play almost any sport.
   A. Racquetball has become extremely popular with me because of its competiveness.
      1. football, having played all 4 years in high school I was honorable mention all city as an offensive end on Roncalli's 1976 sectional football champs — punctuate the end of a sentence — Poorly worded Sentence
      2. Ping Pong, Billiards, Basketball are also enjoyed.

ways apitalize rst letter of a point

   B. I like Music also, I like soft music more than any other kinds of music. — run-on sentence Make two Separate sentences
      1. Dan Fogleberg, Jackson Browne, Cat Stevens are all favorites with me. I also enjoy listening to Chicago, America and the Doobie Brothers.

III. As far as Goals are concerned I have only one.
   A. My goal is to be happy and make the most out of my time on this earth.

Incomplete Main Point. Would be better to be noted as Conclusion.
To elaborate one might include educational goals.

INTRODUCTORY SPEECH

Time Limit: 2-3 minutes

Requirement: Each student must do this speech. Each must turn in:

______A complete sentence outline.

______An audience analysis form.

______One sheet of paper or 3 notecards.

______A self-evaluation (to be done when the speech is completed).

Explanation: Each student is required to introduce himself/herself or another student. A sheet with questions is on the next page. It is to be used as a guideline for gathering materials for the speech. Answers to all the questions need not be included in the speech.
In-class time will be given for preparation.

Special Requirement: Outlines for this speech will be collected 2 class periods before the speaking date. I will correct them and offer suggestions. They will be handed back the class period before the speeches begin.

Frequent Patern of Organization:

I. Personal Background Information
   A. Family
   B. Accomplishments

II. Educational Background and Goals

III. Interests

Common Mistakes:

-Undertime due to lack of enough material.
-Lack of transitions between parts-just a string of information given.
-More than one sheet of paper or three notecards used.
-No outline prepared.
-Outline handed in but each point is not a complete sentence.
-No audience analysis is handed in.

Search Questions for Introductory Speech

INFORMATION THAT MIGHT BE USEFUL IN CHECKING OUT THE TYPE OF AUDIENCE YOU'RE GOING TO SPEAK TO

1. What career do they have in life?
2. The age range of the group.
3. What is the race or ethnic background of the group?
4. What are the political leanings of the group?
5. What year are they in school (if in school)?
6. Do they live in rural, urban or suburban areas?
7. Are they single or married?
8. Do they have children of their own?
9. What is their religious background?
10. Are they active in any organized groups?
11. Do they work while attending school?
12. What are their majors if they are in school?
13. Are they Hoosiers or from other states?
14. What types of television programs do they enjoy?
15. What types of music do they enjoy?
16. What types of hobbies do they pursue?
17. Are they involved in any sports - spectator or participant?
18. What part of the country do they like best?
19. Where have they traveled?
20. What kinds of people do they enjoy?
21. What kinds of people do they not enjoy?
22. Are they an introvert or extrovert?
23. What subjects upset them?
24. What is least likely to upset them?
25. Who do they admire the most?

Name: Mary Ajamie
Title: Introduction of Myself
Type of Speech: Introduction
Central Purpose: To share some information about myself so that the people in class can get to know me better.

INTRODUCTION: My name is Mary Ajamie and I'm a Sophomore in college, although this is my first year at Indiana University-Purdue University at Indianapolis.

I. Here is some personal background information:
    A. I've lived with my family in Indianapolis all my life, in fact on the same street.
    B. I have five brothers and two sisters, ranging in the age from ten through twenty-three.
        1. All my brothers and sisters are single.
    C. My family is Catholic.
    D. The political party of my family is democratic.

II. Here are some basic facts about my family's educational background.
    A. My family is very dedicated to school and to our careers.
    B. Although I went to the same grade school we've separated while in college.
        1. Everyone went to Our Lady of Lourdes School for eight years.
        2. All of us went to Scecina High School, except the youngest and the oldest.
        3. With the exception of the three youngest, all of us attend or have attended college.
    C. Each of us have to put ourselves through school, so having a job is vital
        1. Most of us have had several jobs in the past couple of years.
        2. A few members of my family still have jobs while in school.

III. My goals vary from a career to personal expectations.
    A. I'm working towards either a two-year degree in Business.
    B. After working full-time for a couple of years, I may want to consider becoming an entrepreneur.
    C. If and when I get married, I hope to be well established in my career.

IV. Even with all the hours in a day, there never seems to be enough time for the interests that I have.
    A. I enjoy television alot, and I spend a great deal of time watching it.
    B. Another favorite pastime of mine is listening to the radio.
    C. In spite of the fact that I'm not very knowledgeable about sports' tactics and rules, I do enjoy them as a spectator.

Conculsion-I hope that my sharing this information about myself will help you to get to know me better.

ONE POINT SPEECH

Time Limit: 2-3 minutes.

Requirement: Each student must do this speech. Each student must turn in:

______A complete sentence outline with a bibliography of 2 sources.

______An audience analysis form.

______3 notecards.

______A self-evaluation (to be done when the speech is completed).

Explanation: Each student is to choose one point they wish to describe. Topics must be approved in advance. This is a difficult speech since the student must narrow down a topic area to "one point" .

Examples:

Topic Area: The speech C110 class
  "One Point Possibilities"
    Attendance Requirements
    Speech timing
    Speech Night
    Library tour

Topic Area: IUPUI Class Registration
  "One Point Possibilities"
    Filling out the Registration card
    Payment of fees
    Parking sticker purchases
    Physical layout of lecture hall building

Source Requirements: 2 research sources required. Book, pamphlet, interview or magazine article.

Special Requirements: Outlines for this speech will be collected 2 class periods before the speaking date. I will correct them and offer suggestions. They will be handed back the class period before the speeches begin.

Common Mistakes:

-Not narrowing the subject to one point.
-Failure to have 2 research sources.
-Failure to turn in a complete sentence outline.
-Failure to list bibliography properly.
-More than 3 notecards used - NO PAPERS ALLOWED.

SAMPLE OUTLINE ONE POINT SPEECH

Name: Julie Brown
Title: Dress for Success
Type of Speech: One Point
Purpose: To describe the need for a good briefcase to be successfully dressed for work.

Introduction: There are many elements that need to be blended to insure an individual will be dressed successfully at the office. Besides clothing, an must carefully consider the value of buying the right attachè case, jewelry, gloves, shoes as well as many other items.

I. John T. Malloy in his book Dress for Success states "attachè cases are always positive symbols of success, regardless of what they carry."[1]
  A. Both men and women need to carefully consider what type of brief case to buy.
  B. "All attachè or brief cases are acceptable, but the most acceptable are the ones made in a dark, rich, almost-cordovan tone of brown leather."[1]
    1. Brown is the most successful color.[1]
    2. "Black and gray tested worst."[1]
  C. The should be "plain, simple and functional."[1]
    1. They should have no decoration. [1]
    2. They should have no gaudy hardware. [1]
  D. Women find an attache case is a "symbol of authority."[2]
  E. Men know its value as well and are sure to carry it even when it's empty.[2]
    1. It gives them more authority.[2]
    2. It identifies them as an executive.[2]
  F. A good leather attache case costs anywhere from $100 to $1200 depending on what an individual wishes to spend.

Bibliography

1. Malloy, John T., Dress for Success, New York, 1975.

2. Malloy, John T., The Women's Dress for Success Book, Chicago, 1977.

3. Thrurlby, William, You Are What You Wear: The Key to Business Success, Kansas City, 1978

EXAMPLES OF SPEECH TOPICS USED IN PREVIOUS SEMESTERS

Informative-Both Sides of the Miners' Strike
Convince-Keep Girls and Boys Sports Separate in Indiana
Role Play-Hello! I Am Your Photomate.
Convince-Restrict Food Additives
Persuade-Buy a Somke Detector for Your Home or Apartment
How To-Select Proper Fuel and Anti-freeze for Your Car
Convince-Sailing is a Great Sport
How To-Score in Bowling
Persuade-Ladies Protect Yourself
Convince-Conservation Is Important
Entertain-The Airport Hilton During the Blizzard
Informative-Child Abuse
How To-Tennis Tips
Entertain-My Trip to Florida
Persuade-We Must Stop Drug Abuse and Alcoholism Among Our Age Group
Persuade-Rescind the Indiana Motorcycle Helmet Law
Informative-Computer Applications
How To-Buy a Stereo Unit
Convince-Wear Those Car Safety Belts
Persuade-Lets Take the Drunks Off the Roads
Role Play-Buy Your Home Computer From Me
Informative-Types of Solar Heating
Convince-We Must Use Our Alternative Heating Sources
Entertain-Underwater Photography
Persuade-Be a Big Brother or a Big Sister
Persuade-Be An Organ Donor
Convince-We Must Pass ERA
Eulogy-Joan Crawford
Inspire-"I Know a Man"
How To-Train Your Dog
Tow To-Balloon Schulpture
Define-Love
Entertain-Magic Tricks
Entertain-Garbage as a Status Symbol
Define-Obesity
How To-Change a Tire
Informative-Racquetball
How To-Latch Hook a Rug
Persuade-Not to Eat Sugar
How To-Ceramics
Informative-Marajuana and Glacoma
Define-Physical Fitness
Convince-Return to Capital Punishment Nation Wide
How To-Reduce Your Weekly Trash
How To-Survive Living in Your Own Apartment
Persuade-Apply Yourself In College
Inspire-Dedicated Health Personel
How To-Disco Dancing
Convince-Euthanasia Is Right
Entertain-My Family
Entertain-My Car
Convince-Register Hand Guns
Persuade-Buy at Big E and Buy Generic Labels
Entertain-Being a Twin
Convince-Child Abuse Is a Serious Problem
Convince-Exercise Is Good for Your Health
Inspire-Learn Another Language

CATEGORY ONE SPEECH CHOICE: A EULOGY SPEECH

Time Limit: Determined by student's choice.

Requirement: This is one of the choices in Category One. Not all students will decide to do this type of speech. Unless the student is excused from doing so he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as required by speech length.

______A self-evaluation (to be done when the speech is completed).

Research Requirement: Each student doing this speech must turn in a bibliography of three (3) research sources. In instances of family members being eulogized, I would expect to receive 3 interviews (remember to use the proper form).

Explanation: Taken from Brigance's Speech

> "Tribute is paid to the services and character of a person deceased. It may cover his attainments--the handicaps under which he started, the obstacles he faced, the final achievement; his life's purposes; his qualities of character; his influence during his lifetime and on later times. He is bound to strict adherence to truth. His purpose is not history but praise. "Here is a person deserving to be remembered, and these are the reasons why." You may ask these questions to help select material: (1) What was the guiding purpose of this person's life? (2) What were the sources of his power? (3) What were the qualities that made him great? (4) What debt do we owe him? (5) What inspiration or lesson do we gain from his life?"

Recently when the USAC (United States Auto Club) Officials were killed in a plane crash, the newspapers were full of eulogies to those men. One individual wrote "It's not how long they lived but the quality of the life they lived." If you need further examples consult the Indianapolis Star and Indianapolis News during the week of April 23, 1978.

I recommend this type of speech for those who are going into social work, speech communication areas, ministerial work, etc. A eulogy is the highest tribute one human being can pay another and requires much careful preparation. The delivery must be such that there is no doubt in your audience's mind why this individual is worthy of note.

(A Eulogy Speech con't)

Common Mistakes:

- -The speech ends up just a biographical sketch of the individual's life. The speaker fails to discuss his/her individual qualities that made him/her a contributing member of society.
  - i.e. "My mom was known and loved by our family. She reared eight children and still found time to work at Riley Hospital with terminally ill children. Everyone who knew her felt she was a special individual. She helped each of us kids grow up to be healthy, happy productive human beings." (CORRECT)
- -The speaker fails to interview others for another perspective. One student, who lost his father during a recent semester, talked to his father's best friend. He discovered an entirely "unknown" side of his father's personality. For famous individuals books and magazine articles are helpful.
- -Too many notecards
- -Incorrect time limit
- -No outline prepared
- -No documentation in outline
- -Outline handed in but each point not a complete sentence.
- -No audience analysis sheet handed in.

SAMPLE OUTLINE

A Eulogy

It can be about someone in your family.

Introduction: The words of tribute that I offer today in honor of Martin Luther King could hardly be proportionate to the magnitude or his character.

I. Dr. Kings ambitions in life were basically unselfish.
  A. He used his intelligence to seek justice and reconciliation.
    1. He defined justice as an equitable encounter with others.
    2. He sought reconciliation as a way of achieving peace and harmony.
  B. He was a servant and peacemaker as meant by Christ.[1]
    1. He practiced the law of Christian love.
    2. He was a true servant of God.
II. Dr. King had a tremendous influence upon others.
  A. He had a persuasive ability in speaking to large crowds.[2]
    1. This talent of his war never abused in order to meet a need of indignation.
    2. This talent was used to impart a sense of dignity and pride among the members of the black community.
  B. He persuaded the members of the black community to accept violence as a useless force.
    1. He revealed to them the power of Christian love.
    2. He proved that non-violence was a more powerful force than any weapon of violence.
  C. His message of love touched the souls of many.
    1. He projected his hopes to the world in his speech of August 1963 in Washington D.C.[3]
    2. His effort to seek peace was reflected in the award of Nobel Peace Prize in 1964.[4]

Conclusion: It is our misfortune that we shall no longer benefit by Dr. Kings talent, but that misfortune would be tragic if we have learned nothing at all from his teachings.

FOOTNOTES

[1] Lerone Bennett Jr., What Manner of Man, p. 70.
[2] Ibid., p. 191.
[3] Ibid., p. 162.
[4] Coretta Scott King, My Life with Martin Luther King Jr., p. 12.

BIBLIOGRAPHY

Bennett, Lerone, Jr., What Manner of Man, Chicago, 1964.
Clayton, Ed, Martin Luther King: The Peaceful Warrior, New Jersey, 1971.
King, Coretta Scott, My Life With Martin Luther King Jr, New York, 1969.

CATEGORY ONE SPEECH CHOICE: HOW TO SPEECH

Time Limit: Determined by the student's choice.

Requirement: This is one of the choices in Category One. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form

______Notecards as alloted by time assignment

______A self-evaluation (to be completed when the speech id completed).

Special Requirement: This speech may not be done without a visual aid.

Research Requirement: Each student doing this speech must turn in a bibliography of three (3) research sources whether he/she has used them in the outline or not.

Explanation: This is basically a demonstration speech. You are informing the audience how to do something. An example of this would be showing us how to play a guitar or perhaps fill out an income tax return. There are several essential items that should be present. You must completely demonstrate what you are doing on a model or actual item. You would use a guitar or you would have a "blow up" of a page of an income tax return or supply each class member with a form for easy reference. You leave very little to our imaginations and must show proficiency besides. Complicated demonstrations usually end up in a mess and are not recommended.

This type of speech is recommended for those who know they will be going into some type of sales work. It is not uncommon in such work for an individual to have to demonstrate or explain how something works or should be done. It is not easy to do in many instances because it has to be carefully worded so that each step is understood and learned. It often takes a special skill to be able to do something proficiently and in turn to explain and to teach someone else to be as proficient. This is also a good speech for future teachers as well.

(How to Speech con't)

Common Mistakes:

-The visual aid is not properly prepared - it's hard to see.
-Not enough visual aids are used thus making the subject hard to understand.
-The student tries to explain too much in too short a period of time.
-The explanation is poorly organized so the audience does not understand the topic.
-The student does not talk the entire time he/she is demonstrating something. As a result there are long silent gaps in the speech.
-The student is too dependent on his/her notecards and thus the student doesn't appear to know what he/she is doing.
-Too many notecards used.
-No outline prepared.
-Outline handed in but each point is not a complete sentence.
-No audience analysis sheet handed in.
-Incorrect time limit.
-No documentation in the outline.

SAMPLE OUTLINE

Introduction: Cardiopulmonary Resuscitation is a combination of simultaneously administering artificially respiration and restoring blood circulation.

I. What are the common causes of cardiopulmonary arrest?[1]
  A. Victims sometimes have heart attacks.[3]
  B. Drowning is a major cause for arrest.[3]
  C. Electrical shock can cause cardiac arrest.[3]
  D. Anaphalactoid reactions cause severe arrest.[3]
    1. There is an allergic cause.
    2. There is also a toxic cause.
  E. Asphyxia is a major cause of arrest.[3]
II. We should be aware that respiration and circulation are closely related.[2]
  A. Cardiac arrest will occur three to four minutes after a pulmonary arrest.[3]
  B. Pulmonary arrest will occur thirty to forty-five seconds after a cardiac arrest.[3]
III. There are certain situations that justify immediate therapy.[1]
  A. Loss of consciousness justifies therapy.[1]
  B. Lack of response to the supine position indicates immediate action.[1]
  C. Absence of a pulse in the carotid or femoral arteries warrant cardiac therapy.[1]
  D. Gasping or absent respiration is a cause for pulmonary resuscitation.[1]
  E. Pupillary dilation is a major indicator.[2]
IV. Attempts at cardiac resuscitation are based on the premise that a period of potential reversibility exists.[3]
  A. It is imperative that we act fast.[1]
  B. The duration of this period is four to six minutes.[3]
  C. Cessation of circulation to the brain will cause irreversable brain damage.[3]
V. There are circumstances when cardio-pulmonary resuscitation may be ineffective.[3]
  A. Crushing injuries to the chest counter the hopes for therapy.[3]
  B. Internal thoracic injuries cause the lungs not to function or yield the circulatory system inoperable.[3]
  C. Severe emphysema can occlude the lungs making therapy useless.[3]
  D. Massive head and neck injuries are only remedied by professional help.[3]
VI. How do we know when our resuscitative measures are effective.[1]
  A. If the pupils remain dilated and don't react to light, serious brain damage is imminent or has occured.[1]
  B. A pupil that constricts when exposed to light indicates adequate blood supply to the brain.
  C. Periodic palpatation of the acrotid artery[1] pulse may be employed to check the effectiveness of cardiac compression and also the return of spontaneous heartbeat.
  D. We should be continually watching for the return of spontaneous respiration.
  E. Hyper-extend the neck to allow a direct air exchange.[3]
  F. Clear the airway.[3]
    1. Watch out for foreign objects and entures that could block breathing.
    2. Check that the tongue is not occluding the trachea.
  G. Administer pre-cordial thump, which frequently restores spontaneous cardiac activity.[3]
    1. Use the base of the fist.
    2. Again check carotid pulse.
  H. Administer cardiopulmonary resuscitation.[3]
    1. The technique is different for working alone vs. working in pairs.
      a. When working alone, one should synchronize the technique. 2-3 breaths per 10-15 compressions.
      b. When working in pairs one breath is given for every five compressions.

   2. One should clearly see the chest expand with each breath.
   3. Compressions should be very deep, compressing the chest 1 1/2 to 2 inches.
   4. One should assume a position that will minimize fatigue.
   5. Compressions should have a rate of approximately one per second.

I. The carotid artery should be periodically checked.[3]
J. Watch for spontaneous respiration.[3]
K. Summon professional help.

FOOTNOTES

1. Zipes, Douglas P., Comprehensive Cardiac Care, Saint Louis, 1971, 2nd Edition; p. 138-142.
2. Cohen, Irving J. (ed.) "Medics Show M.D.'s how to Save Lives" Emergency Medicine, May, 1969 pp. 26-40.
3. Guyton, Arthur C. Textbook of Medical Physiology, 3rd Ed., Philadelphia, 1967 pp. 179-194.

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1. Cohen, Irving J. (ed.), "Medics Show M.D.'s how to Save Lives," Emergency Medicine, May, 1969, pp. 26-40.
2. Guyton, Arthur C., Textbook of Medical Physiology, 3rd Ed., Philadelphia, 1967, pp. 179-194.
3. Zipes, Douglas P., Comprehensive Cardiac Care, 2nd Edition, Saint Louis, 1971, p. 138-142.

CATEGORY ONE SPEECH CHOICE: INFORMATIVE SPEECH

Time Limit: Determined by the choice of student.

Requirement: This is one of the choices in Category One. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is completed).

Research Requirement: Each student doing this speech must turn in a bibliography of three (3) research sources whether he/she has used them in the outline or not.

Explanation: Your text authors note the following:

> "Speaking to inform might also be called speaking to teach, to enlighten, or to educate. In informative speaking the speaker aims to present the material so that the listener will understand and remember what has been said. Once informed the listener may elect to act upon the information and to put it to use in a certain way; however, in an informative speech the speaker does not seek to initiate action or influence the listener's behavior, but aims only to produce comprehension and retemtion of ideas.
> It consists of explanations, analyses, descriptions, demonstrations, definitions, and narratives. It may utilize specific instances or examples, statistics, comparisons and contrasts, and the opinion of experts." (page 83-84)

Common Mistakes:

-Students frequently try to reflect on the material and begin trying to convince the audience that the author was right or wrong.
-Not enough information about the subject is given.
-A student may try to give too much information in too short a period of time and nothing is clear.
-Rarely does a controversial topic lend itself to an informative speech unless it is an objective, non-judgemental, overview of events - i.e. an historical overview of the abortion issue.
-Too many notecards used.
-No outline prepared.
-Outline handed in but each point is not a complete sentence.
-No audience analysis sheet handed in.
-Incorrect time limit.
-No documentation in outline.

SAMPLE OUTLINE

Chris Payne
Proxemics
Informative Speech
To inform the audience of the study of proxemics

Introduction: Within the last few years a new and exciting science has been discovered and explored. Proxemics or body language as it is commonly called, is based on the behavioral patterns of non-verbal communication. It includes all gestures, postures, glances, and stances that all of us unconsciously and consciously use in our everyday living. Since the study of kinesics does include so much, I will concentrate on only one area of body language. This field deals with man's reaction to the space about him, how he uses space and through his spacial use, how he communicates certain facts and signals. The theories and observations about our zones of territory and how we use them is called proxemics and was developed by Dr. Edward T. Hall, a professor of anthropology at Northwestern University.

I. In the book, Body Language, Julius Fast, Dr. Hall's observations are best revealed.
    A. Dr. Hall believes that every man has his own territorial needs.[1]
    B. There are four distinct zones in which most men operate.[1]
        1. The zones are the intimate distance, personal distance, social distance and public distance.[1]
        2. Each zone has a close and far phase.[1]
II. The imitimate distance can be close with actual contact, or far, from six to eighteen feet.[2]
    A. The close phase is for very close friendships.[2]
        1. In this phase, you are overwhelmingly aware of your partner.
        2. Another example would be a child clinging to a parent.[2]
    B. The far phase is close enough for the individuals to clasp hands.[3]
        1. An example of this would be the elevator, where there are rigid rules of behavior.[3]
        2. Everyone holds stiff and trys not to touch another person, therefore respecting others privacy.[3]
III. The close phase is 1 1/2 feet to 2 1/2 feet the personal distance and the far phase is 2 1/2 feet to 4 feet.
    A. In the close phase you can stroll, hold hands, but there is intimacy and privacy.
    B. The far phase lends privacy to any encounter.
        1. It limits physical domination so you can't touch.
        2. There is some degree of personal discussion.
IV. In the social distance, the close phase is from 4 feet to 7 feet and the far phase is from 7 feet to 12 feet.
    A. In the close phase you transact impersonal business such as the housewife and repairman.
    B. Formal social and business exists in the far phase and the only contact is visible so you feel you must hold the person's eyes.
V. The public distance is the farthest extention of territorial bondage.[4]
    A. The close phase is from 12 feet to 20 feet.
        1. This includes informal gatherings.
        2. An example is a teacher and a roomful of students.
    B. The far phase is 25 feet or more.
        1. Politicians at times keep this distance for safety and security.

2. The actor's use this distance to create illusions by using stylized symbolic gestures.

Conclusions: Proxemics is only part of the whole study of body language. Through the use of it and other areas kinesics, you can convey your feelings and understand others without verbal communication of any kind. Remember, your body doesn't know how to lie, and despite any verbal protests on your part, your feelings will always be revealed.

FOOTNOTES

1. Julius Fast, Body Language. p. 20.
2. Ibid., p. 20.
3. Albert E. Scheflen, M.O., Body Language and the Social Order, p. 36.
4. Julius Fast, Body Language, p. 25.

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CATEGORY ONE SPEECH CHOICE: REPORT OF SPEECH RELATED RESEARCH

Time Limit: Determined by choice of student.

Requirement: This is one of the choices in Category One. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is completed).

Research Requirement: Each student doing this speech must turn in a bibliography of three (3) research sources. All three (3) of these sources must have been used in the speech (I am assuming you do not have the technical expertise to do an original paper).

Topic Posibilities:

Television and Political Campaigns
Speaking to Hostile Audiences
Non-Verbal Communication
Small Group Dynamics
Slang and Speech Effectiness
The Ethical Speakers in Watergate

Explanation:

"*1. Find relevant information and communicate it with maximum accuracy, clarity, and economy of words. Make it easy for the listener to understand and enjoy.
2. Your purpose is to increase your listener's knowledge and understanding of the subject.
3. Requisites of a good report.
    a. Dig the fact from the text of the article-evaluate sources and distinguish between verifiable data and speculation.
    b. Be objective (easy since you are not deeply involved in the speech profession).
    c. Give appropriate emphasis to the important data and underplay emotional data unless vital understanding the article.
4. Methods of organizing
    a. Exposition-classifies the data you wish to report and then identifies the more significant items in each category.
    b. Description-gives your listeners a picture of your subject by dividing it spatially and then listing the qualities-size, shape, color, texture, smell, feel, tastes, etc.

c. Narration-tells how something happened, usually by giving the details of the event in chronological order.

5. No matter how you organize your report, always work for accurate concise, sharp, divisions. Mixed lists, long, unclassified lists, overlapping topics, fuzzy distinctions, and intrusions of unrelated items are signs of faulty analysis.
6. Remember when you are preparing your presentation that there is nothing more boring than something that is read word for word or is merely a summary of the information. Relate the material to your audience and show why this tidbit of information is important for them to know. If it isn't relevant then it is not worthy of being presented. REMEMBER! This is an ORAL report NOT a Written report to be given orally."

*Ronald H. Subeck, "The Use of Contract Grading in the First College Speech Course" Journal of the Illinois Speech and Theatre Association Fall, 1973, pp. 21-27.

Common Mistakes:

-Students frequently fail to use all three sources in this speech. As a result the thoughts presented are sometimes unclear or just a "summary" of one article. This is basically a practical speech for those who wish to learn how to do "oral reports."
-Material is unorganized.
-Student tries to present too many ideas.
-Too many notecards are used.
-No outline prepared.
-Outline handed in but each point is not a complete sentence.
-No audience analysis sheet is handed in.
-Incorrect time limit.
-No documentation in outline.

CATEGORY TWO SPEECH CHOICE: SPEECH TO ENTERTAIN

Time Limit: Determined by the choice of the student.

Requirement: This is one of the choices in Category Two. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is completed).

Research Requirement: Each student doing this speech must turn in a bibliography of research sources only if they were used in a speech. In some instances all of the material might be original.

Explanation: This speech aims at nothing more than providing momentary enjoyment for the listeners. The speaker wants the audience to sit back, relax, forget their problems, and have a good time. There is not concern about whether they remember what is said or desire to influence their beliefs or actions.

In addition to humor, the entertaining speaker may choose to utilize the quaint, the exotic, or the unusual. Material that is startling, exciting, surprising, suspenseful, bizzarre, little known, or incredible may be employed. The speech may narrate, describe, explain, analyze, or demonstrate.

Popular speeches have been slide tours of just everywhere in the world, trips to Florida, "survival" at the supermarket or the "500".

Your textbook has more information on page 84.

Common Mistakes:
- -Students rarely do something "serious" for this speech. It seems to be well understood.
- -Too many notecards.
- -The student takes material from another source and fails to properly document the speech - i.e. stories, jokes, etc.
- -No outline prepared.
- -Outline handed in but each point is not a complete sentence.
- -No audience analysis sheet handed in.
- -Incorrect time limit.
- -No documentation in outline.

Note: The outline included with this explanation is an example of a student using something familiar. This particular student had been doing magic for many years. He was excellent and he held his audience spellbound for ten minutes.

Name: Neil Hellwig
Title: Magic
Type of Speech: Entertain
Purpose: To entertain the audience with a few magic tricks.

Introduction: Fire eating; many people wonder how fire eaters do what the do (pause) well so do I. That is why I am not going to to do a speech on fire-eating. Instead I am going to do a speech to entertain on magic. Magicians work with a variety of things.

I. One of them is rope.
A. As far back as recorded history goes, magicians have used rope.
B. Many of you have probably heard the legends about the Hindu magician.
1. He could make a long rope float up into the air and become absolutly rigid.
2. Then a little Hindu boy would climb to the top and vanish.
3. Then the rope would fall limp again.
4. Because the ceiling is so low and I do not have a little Hindu boy with me, I will not try to duplicate that feat.
C. Instead I will show you something that might come in handy.
1. First I will have a spectator cut the rope.
2. Now I will restore it.
3. Of course the knot might get in the way.
4. So all that has to be done is cut the knot off.

II. Cards are another thing that are connected with magicians.
A. This is an invisible deck.
1. Please take it.
2. Take it out of the box.
3. Now shuffle it.
4. Fan it out.
5. Have the person next to you pick a card.
a. Remember the card.
b. Show it to the rest of the class.
c. Place it back in the deck upside down.
6. Place the cards back into the box and throw it here.
B. Now the deck is visible.
1. What was the card you chose and remembered?
2. Now it is visibly reversed in the visible pack.

III. Now For my last trick I am going to try something a little different.
A. I once had a friend who was a medium.
1. That is someone who can talk to spirits.
2. He was a short man named Chauncey McDuff.
a. He was constantly in trouble with the police.
b. Onee he escaped and they plastered signs all over town that read "SMALL MEDIUM AT LARGE".
c. He was a little strange to say the least.
d. He used to love to sit in front of a roaring fire with a good book at night.
1). That is what killed him his apartment did not have a fire place.

B. Chauncey left me these slates.
   1. It was written in his will that if I wanted to contact him, I should use these.
   2. First I will rubberband them together with a piece of chalk between them.
   3. Now I will have a member of the audience hold them.
   4. Now I will take this newspaper article and cut it down until you tell me to stop.
   5. Now take the slates apart.
   6. Read where you stopped me.
   7. Read Chauncey's message on the slates.

Conclusion: Well that is about all I have time for. You have been an excellent audience.

CATEGORY TWO SPEECH CHOICE: INSPIRATIONAL SPEECH

Time Limit: Determined by the choice of student.

Requirement: This is one of the choices in Category Two. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is done).

Research Requirement: Each student doing this speech must turn in a bibliography of four (4) or five (5) research sources whether he/she has used them in the outline or not.

Explanation: The authors of your text note:

" In this type speech "the speaker seeks to increase the audiences appreciation or respect of an individual, group, cause, or event toward which they are already favorably disposed. This type of speech is also referred to as a speech to impress or to stimulate. Actually, much speech that is called "inspiring" urges a course of action and is, in fact, persuasive rather than inspirational.

As defined here, it requires the audience who are either neutral or already sympathetic to agree with the speaker's point of view. His or her task then is to create favorable attitudes toward the subject among the neutral members of the audience and to enhance the favorable attitudes of those who already agree."

In this class speakers should avoid controversial topics but should check with me if they have any doubt as to why the reaction to the subject might be. Further explanation of a speech to inspire is in your textbook on page 86.

Common Mistakes:
-The speech is a persuasive rather than inspirational
-The audience is hostile to the subject but the speaker did not anticipate such a reaction.
-The student did not adequately prepare and the speech ends up sounding informative-language usage in this speech is very important.
-The purpose is not clearly stated at the beginning of the speech.
-Too many notecards are used.
-No outline is prepared.

Inspirational con't

- -Outline handed in but each point is not a complete sentence.
- -No audience analysis sheet handed in.
- -Incorrect time limit.
- -No documentation in the outline.

Note: The inspirational speech outline included with this description was very effective. At the beginning of the semester all of the students in the class expressed on the audience analysis sheets handed in that they were Christians. Therefore Brian felt he was addressing a neutral or agreeable audience.

57

Name: Bryan Crostreet
Title: "I Know A Man"
Type of Speech: To Inspire
Purpose: To inspire the audience to pattern their lives after that of Jesus Christ.

Introduction: Today I would like to tell you about a Man who changed my life. He turned me around in my way of life and gave me a purpose for being alive.

I. Before I met this Man I was very confused and disappointed with myself and life in general.
  A. I couldn't understand why I was alive and therefore was completely confused about my purpose.
  B. I had no basic or moral goals.
  C. Because my family was not close, I often felt alone and lonely.
  D. I felt as though I was running around with the wrong kind of people but I wasn't sure why.
  E. I was a very selfish person, wanting things only for my own pleasures.

II. After being introduced to this Man I could see my life being changed into something worth living for, a life with purpose.
  A. A new friend I had made gradually introduced me to Him over a period of six months.
  B. I then accepted this Man's friendship and all He had to offer.
    1. He taught me how to love those people who are very hard to love.
    2. He showed me how to share the things I had with others.
    3. He taught me how to give of my inner self.
    4. He showed me that love is the most important thing there is.
    5. He gave me an inner peace that I never would have dreamed possible.
      a. I was then not afraid of many things I was before.
      b. I didn't have to worry about life anymore.
    6. He gave me a joy that never ends.
      a. Even in times of sorrow I can be glad because I know that He is going to make everything all right.
      b. He makes every day a brand new experience.
    7. He helped me to control my patience when I could very easily fly off the handle.
    8. He helps me to be kind to people and show some consideration instead of being mean.
    9. He has strengthened my faith to count on Him for anything I need.

III. As far as the future goes, I know He will be there when I need Him.
  A. He is always available whenever I need help.
  B. He has assured me in writing that He will always care.

This Man has done so much for me and many others. He even went as far as to die on a cross. His name is Jesus Christ.

CATEGORY TWO SPEECH CHOICE: ROLE PLAY SPEECH

Time Limit: Determined by the choice of student.

Requirement: This is one of the choices in Category Two. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards alloted by time assignment.

______A self-evaluation (to be completed when the speech is completed.)

Research Requirement: Each student doing this speech must turn in a bibliography of four (4) to five (5) research sources whether he/she used them in the outline or not.

Explanation: Everyone enjoys the comedians who become characters and act out their personalities. Basically this is what this speech entails but it is a little more serious in nature. If you have ever pretended you were someone else, you have a start on how to prepare this speech. You would first decide on the audience to whom you are delivering this speech i.e. you are speaking to the PTA of an Indianapolis Suburban School. The subject that you have chosen is busing. You also are in favor of busing. What you would say as a member of the NAACP and a member of anti-busing group would be markedly different. You would benefit by assuming the role that you do not favor. Researching the "other attitude" would help you gain an understanding of how "they" think; why "they" act the way they do; what "they" hope to gain; why "they" oppose your thinking on the matter. It has been popular to use this method of insight when negotations break down between a union and a company. It often gives a speaker a whole new perspective. It does not mean that you have to believe what you are saying but rather you have to be able to verbalize what the other people are thinking. Before you begin to speak, identify your role, your audience, your purpose and your location and time. This is highly recommended for all speakers. It is a unique and new way of learning about something or someone. You may want to assume the role of your parents and verbalize how they feel about you. Whatever you do you learn about the attitudes and ideas of others. The most important thing to remember is that you must clearly identify the audience that you are addressing and let the class know what they think about the issue you are discussing.

Common Mistakes:
-Failure to dress appropriately for the role. A computer salesman does not wear blue jeans, hush puppies and a lumberjack shirt when calling on customers.
-Students often do not research the topic well and do not sound authoritative on the subject.

59 Role play con't.

- -Students do not take themselves seriously and laugh at their efforts as they are speaking thus destroying their credibility.
- -Students fail to use visual aids-there are ånly a very few salesmen who do not use visual aids.
- -Poorly organized speech.
- -Too many notecards or the notecards hinder communication.
- -No outline prepared.
- -Outline handed in but each point is not a complete sentence.
- -No audience analysis sheet handed in.
- -Incorrect time limit.
- -No documentation in the outline.

CATEGORY TWO SPEECH CHOICE: THE SELF-CONCEPT SPEECH

Time Limit: Determined by the choice of the student.

Requirement: This is one of the choices in Category Two. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as noted by the time assignment.

______A self-evaluation (to be completed when the speech is done).

Research Requirement: Each student doing this speech will probably not have research sources. In some instances, individuals will use books of quotations, etc. and if you do use these types of sources, be sure to include a bibliography of sources and document your outline properly.

Explanation: *This speech is a very difficult one in that the student must really know himself well and be ready to discuss his good and bad points in a group situation. It basically involves talking about who you are; what you would like out of life. It is a time when one has gained many new freedoms and has to accept or reject many things. What motivates a student can or cannot be explained in part by the environment in which he was reared. The questioning of everything one has learned and been taught takes place and causes much confusion but also has the good result of becoming a "chosen" rather than a forced part of one's self. This can be a useful speech in that it makes one think about himself and who he is. It can be an unsettling speech for some because it may make them really begin to question their whole self-concept.

Common Mistakes:

-The student prepares only a biographical sketch which makes it informative. Students must be very careful to mix self-reflection with self "facts". The outline included may be helpful.

-An outline that is too short and too incomplete. Students think that because they are talking about themselves that the speech will be a "snap". As a result, the speeches are frequently too short or don't make much sense because the speaker fails to organize his thoughts and his material.

-A student may dwell on one part of his life to the point that one is left with the impressions that he/she had no parents, no brothers or sisters, and no relatives. All have a positive or negative influence on an individual and to deny this is to be unrealistic about one's self-concept.

-Too many notecards used.

-No outline prepared.

-Outline handed in but each point is not a complete sentence.

-Incorrect time limit.

-No documentation in the outline when the speaker has used another source for information.

Note: *Original idea from Ronald H. Subeck-see p. 46.

Name: Tim Heavrin
Title: About Me
Type of Speech: Self concept Speech
Central Purpose: To tell the audience something about my self.

INTRODUCTION: Good afternoon. Today I am going to present a self concept of my self. I am doing this type of speech because I feel it helps me review my life and it should give you a general idea of what I am like.

I. My early years on this earth were pleasurable ones because of the influence of my family and friends.
   A. I was born on September 26, 1959 in St. Francis Hospital in Beech Grove, Indiana.
   B. Besides my mother and father, I have a sister, Theresa, who is 20 years old; a sister, Donna, who is 16 years old; and a 13-year-old brother, Danny.
   C. My immediate family is fairly small, but I have many relatives whom I appreciate very much.
   D. Before coming to IUPUI, I attended two Catholic elementary schools, St. Catherine and St. James, and Roncalli High School, which is also Catholic.
   E. I played a few sports in my childhood years, but sports had an effect on my life at a later stage.

II. I feel my life has been molded by the people around me, hot the events of my early years.
   A. My mother, Frances, is a very intelligent, strong individual, whom I respect, love and look up to very much.
   B. My father, Don, is very quiet, not very emotional, but extremely hard working and easy going.
   C. My older sister, Theresa, is a story in herself, as she has experienced some traumatic episodes due, in part, to a lack of maturity.
   D. My younger sister, Donna, is exactly like my dad, in that she is quiet and happy, but rather shy.
   E. My younger brother helps keep me going and I can relate to him easier as we both enjoy sports.

III. There are some other people and events which I feel contribute to my personality.
   A. My mother's brother is a very intelligent insurance executive who has helped me financially, as well as mentally, in my preparations for college.
   B. The friends I had in high school were smart people who helped me appreciate better grades and wiser views on life.
   C. I have been dating my girlfriend for 11 months now and she has had a great influence on my religious beliefs.
   D. Sports have always been big with me, mainly because they help me to release tension and everyday frustation.

IV. As far as qualities are concerned, I don't look for qualities, only weaknesses.
   A. My biggest weakness is a terrible temper.
   B. My competiveness has led people to believe I am a sore loser, but it is only that I expect myself to perform at my best and when I don't I become very disappointed in my self.
   C. I am also a very moody person.

V. My first year of college at IUPUI has been one of surprises and disappointments.
    A. I have met many people who have helped me understand college and the world around me.
    B. My older sister has become happily married after years of frustration and trouble.
    C. My father is terminally ill with cancer and it has drawn our family closer, but at the same time it has really shaken us deeply.

Conclusion- In concluding, I hope that this speech has enabled you to experience a small part of my life. I don't expect anyone to really understand me from this speech, but I do feel the people in this class have made this speech much easier and enjoyable to give.

CATEGORY THREE SPEECH CHOICE: SPEECH TO CONVINCE.

Time Limit: Determined by the choice of the student.

Requirement: This is one of the choices in Category Three. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is done).

Research Requirement: Each student doing this speech must turn in a bibliography of five (5) to ten (10) research sources. He/she must have used at least five (5) of these sources in his/her speech.

Explanation: Your authors define it as a speech in which one "seeks to alter the listeners' beliefs on subjects where action is not requested or, in most cases, even possible. No action on the part of listeners is urged". An example of a speech to convince would be one dealing with the subject of abortion-I would like to convince you that abortion is wrong. In this speech the speaker would ask the listeners to decide in their own minds that abortion is wrong. This speech is "usually delivered by individuals who are interested in evaluating people or events in establishing values, in fitting everything into its proper slot, in resolving factual disputes and in 'keeping the record straight'." Your text discusses the speech on page 84.

Common Mistakes:
-The speaker asks the audience to take action.
-The speaker does not try to alter his listeners opinions on a subject-the speech is informative.
-The speaker takes all his information from one research source.
-The speaker does not directly quote his sources and as a result loses credibility with his/her audience because the audience knows that he/she could not possibly be an authority on the subject.
-Too many notecards are used.
-The speech is not well rehearsed and the speaker is so glued to his notes that he/she does not communicate with the audience.
-No outline is prepared.
-Outline handed in but each point is not a complete sentence.
-No audience analysis sheet is handed in.
-Incorrect time limit.
-No documentation in the outline.

SAMPLE OUTLINE

Name: Doug Walling
Title: Overpopulation
Type of Speech: To convince
Central Thought: To convince the audience to make positive amends toward controlling population.

Introduction: With out present population problems, I thought it would be well worth while to convince my audience that overpopulation now exists and to give them an idea of what is and can be done to alleviate the situation.

I. Our population in the United States is 217 million.[5]
A. Our population has increased more than fifty percent since 1940.[5]
B. If population growth were to endure at it's present rate, we would be inviting a holocaust.
1. Within 6 or 7 centuries we would have one person per one square foot of land in the United States.[3]
2. 1500 years later our descendants would outweigh the earth.[5]
II. A burgeoning population and technological advancement are the roots of today's environmental woes.[3]
A. More people generate more air pollution.[3]
1. More solid wastes and heavy metal contaminants are disposed.[3]
2. Our population devours more food.[3]
3. Increasing technological advancement consumes more energy and disipates more resources.[3]
B. Almost every adverse change in our chemical environment is intensified by population growth.[3]
III. Today we have environmental repurcussions that no man is able to disregard.
A. We now have food shortages all over the world.
B. We now have to search long and hard to find natural solitude.
C. We now have pollution we can't control.
D. We now have irrenewable fossil fuel shortages.
E. We now have rivers that we cannot drink from.
F. Most shocking of all is, that we now have people who still breed indiscriminately.
IV. Two facts are sometimes ignored by our population and leaders. These facts are:
A. World food production cannot keep pace with the galloping growth of population.[2]
B. Family planning cannot and will not in the near future check this growth.[2]
V. What are our leaders doing to remedy these two facts.[4]
A. In 1970, the United Nations agreed to the Universal Declaration of Human Rights.[4]
1. This declaration is not feasible today.
2. Continued use of this policy will bring tragedy to the world.[4]
B. Today the United Nations are calling for global food redistribution.[1]
1. Food redistribution will not work today.
2. The difference between today and a generation ago is 1.5 billion people reproducing at a rate of 90 million per year.[1]
VI. In November, 1970, a cyclone struck Pakistan.[3]
A. 500,000 people were killed.[3]
B. The deaths were blamed on the cyclone and not on the overcrowded living conditions.

1. Overpopulation was the real cause of death.[3]
2. Overcrowded conditions caused men to bring their families to cyclone ridden areas.

VII. In the web of life, every event has many antecedents.
  A. Only by an arbitrary decision can we designate a single antecedent as cause.
  B. Our choice of antecedents are biased to protect our egos from unwelcome truths.
  C. Every year we say tuberculosis, leprosy, enteric diseases and animal parasites are the cause of death of millions of people, when overcrowded conditions are the real cause of death.

VIII. What will we say when the power shuts down some fine summer afternoon on our eastern seaboard and several thousand people die of heat prostration?
  A. Will we blame the weather?
  B. Will we blame the power companies for not providing enough generators?
  C. Will we blame the econuts for insisting on pollution control.
  D. One think is certain. We won't blame the deaths on overpopulation. No one ever dies of overpopulation. It is unthinkable.

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CATEGORY THREE SPEECH CHOICE: SPEECH TO DEFINE, EXPLAIN OR REACT TO A WORD, CONCEPT, TERM, OR PRINCIPLE

Time Limit: Determined by the choice of the student.

Requirement: This is one of the choices in Category Three. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is done).

Research Requirement: Each student doing this speech must turn in a bibliography of five (5) to ten (10) research sources and he/she must have used them in the outline.

Explanation: *Many people enjoy taking abstract ideas and discussing them. The only thing that they forget to do is to explain their feelings clearly enough so that the audience knows exactly what they are saying. To say that happiness is being comfortable with life says nothing to another individual. When someone talks about death taking someone from them forever, a person who has never experienced the death of a loved one is at a loss to relate to an individual. To be clearer when discussing happiness one might say that it seems to them a temporary state lasting only as long as the experience i.e. the elation of man walking on the moon. Then one might say that external things don't seem to make one as happy as internal things. i.e. mastering a skill such as a guitar might make an individual happy.. i.e. sitting alone on a deserted beach writing poetry might make an individual happy. One's inner feelings and accomplishments make for happiness. Although the feeling or emotion is not totally clear, one can relate much more than if an example of the types of things the speaker's talking about are vague. Both the connotative and denotative meanings of a word should be given before a personal reaction is given. This too is a difficult speech. It must be carefully thought out before being presented to a group. Clarity is of utmost importance.

Common Mistakes:

-Students fail to define, explain or react to word, concept, term, or principle. Instead it becomes a speech to inform, convince or persuade. This is a very carefully thought out speech.

-The student fails to use a minimum of five research sources in the speech.

-When defining, a student fails to give the connotative and denotative meanings of the words.

-A student fails to use a word, concept, term or principle that is in common use. This frequently happens when one source is used rather than five sources.

Speech to define, etc. con't.

- -Too many notecards used.
- -No outline prepared.
- -Outline handed in but each point is not a complete sentence.
- -No audience analysis sheet handed in.
- -Incorrect time limit.
- -No documentation in outline.

* Original idea from Ronald H. Subeck - see p. 46.

Name: Sandy Giesman
Title: "Indianapolis Public School Option Plan"
Type of Speech: Explain
Purpose: To explain the options plan.

INTRODUCTION: The idea of options planning is a national trend that has been under scruting by Indianapolis Public Schools for six years.[3] The Indianapolis plan is the most ambitious in the country, say the experts.[3] It involves the whole of a large metropolitan area and calls for citizen participation.[3]

The need to desegregate schools is behind the Indianapolis options plan along with the desire to improve the quality of education.[2]

I will now explain each of the seven different options being offered to the Indianapolis parents.

I. Option number one is the Back-to-basics school.[3]
   A. What is this option?
      1. Children are expected to learn the same information and skills as their classmates even if they need extra help to keep up with the work.[3]
      2. If they do not learn enough to pass achievement tests for their grade level, they will not be promoted.[3]
      3. Grades show how well a child has scored on the achievement test for his level.[3]
      4. Though the teacher may be in charge of the classroom, she relies on parents to support discipline and dress codes and to see that homework is completed.[3]
      5. Currently there are no back-to basics schools in the Indianapolis Public system.[2]
   B. What is a typical day like?
      1. Pupils spend the whole school day with the same class and the same teacher.[3]
      2. One half to three-fourths of the day is spent on the 3R's.[3]
      3. Field trips outside the school do not take place often.[3]
      4. A strict schedule is followed throughout the day as the class moves from one subject to another.[2]

II. The Traditional School is option number two.[3]
   A. What is this option?
      1. The Traditional School has many of the attributes of the Back-to-basics School but with an important difference it recognized that not all pupils come to class with the same background, skills or abilities.[3]
      2. The teacher may use a variety of teaching techniques and divide the class into study groups instead of teaching all lessons to all of the class at the same time.[3]
      3. In a Traditional School language,arts, math, science, and social studies are emphasised.[3]
      4. Most of the elementary schools in Indianapolis are essentially Traditional Schools.[2]
   B. What is a typical day like?
      1. The child arriving for classes at a Traditional School knows that his day will include a fairly routine schedule of lessons in reading, math and other subjects, but he also may expect a special science demonstration or library visit.[3]

2. In a Traditional School, the daily schedule is flexible.[3]
3. A prescribed body of factual material and mastery of skills must be accomplished each year at each grade level.[3]

III. The Continuous Progress School is Option 3.[2]
- A. What is this option?
  1. The idea behind a Continuous Progress School is that children learn faster and more successfully if they work at their own pace.[2]
  2. Instead of a grade level for each age, a Continuous Progress School is organized into primary and intermediate schools.[3]
  3. Teachers evaluate each child in each subject and place him at a certain level, according to his readiness, his experience in the subject, and the speed with which he masters new studies.[2]
  4. Each student progresses through each level of a subject at his own pace.[2]
  5. A child completing a Continuous Progress program school will be expected to have the same knowledge and skills he would have learned in a Traditional School.[3]
- B. What is a typical day like?
  1. A pupil in a Continuous Progress School has his own individual schedule of teachers, classrooms and subjects for each day.[3]
  2. The Continuous Progress program is planned to teach children to work independently and to learn how to learn.[3]

IV. The Open Concept School is option number four.[2]
- A. What is this option?
  1. The Open Concept School recognizes that each child is a unique individual.
  2. A team of teachers develops a program for each child and guides that child's progress.[2]
  3. The class has no grade levels and may include groupings of children of different ages for different activities.[3]
  4. Lessons are designed to meet the needs of the individual or group of children involved in the project.[3]
  5. The teachers meet regularly for required conferences with parents and pupils to report on each child's progress.
  6. The teachers also meet frequently with each other to evaluate the progress of each child and to plan and coordinate the schedules for each pupil.[2]
- B. Flexibility and variety are key descriptions of a day in an Open Concept School.[3]

V. Option number five is the Montessori School.[4]
- A. What is this option?
  1. Montessori-trained children tend to demonstrate such achievements as reading and writing at the age of five, and a highly developed understanding of math at an early age.[3]
  2. The ideal Montessori education extends into the home where parents should practice the principles used by the school.[3]
  3. The Montessori classroom is designed to look like a house.[3]
  4. Children between the ages of six to eight are grouped together in the primary class, which will be the only

Montessori option offered in 1978-79.[3]
5. This grouping allows younger children to be stimulated by the older children.[3&2]

B. The teaching materials are the trademark of a Montessori School.[3]
1. The materials to develop the senses may include objects of different sizes, shapes, colors and textures.[3]
2. Smooth and rough textured letters and numerals, sand, counting sticks, counting beads, and other materials prepare children for writing and math.[3]
3. Muscles are developed through household duties, gardening, exercises and manual work.[3]
4. Typewriters, games, wrist watches, newspapers and other common materials also may be used.[3]
5. Throughout the day, the teacher will take notes on each child's activities, so she can evaluate progress and report it to the child's parents.[2&3]

VI. Option number six is the Developmental School.[4]
A. What is the option?
1. The Developmental School reflects the wishes of some parents to free their children from a strict program of instruction in order that they can achieve greater personal and social development.
2. Children decide what they want to learn.
a. They may use the facilities and staff in their school for this learning or they may use all the resources in their community.[3]
b. The school building is "open" from 9:00 A.M. to 4:00 P.M. and students may come and go without fixed schedules.[2]
c. There are no grades or tests.[4]

B. The community is the "classroom" for Developmental School pupils.[3]
1. They are free to use the libraries, museums, and other resources in the city and the expertise of the adults in the community.[3]
2. The school building will be equipped with materials and activities that attract the interest of the pupils and lead them into learning.[3]
3. Students may come and go from the building during the day.[3]
4. Adults will accompany the groups or individuals as they leave for activities in the community.[3]

C. The teachers keep track of each child's progress in each subject.[4]
D. The teacher, however, does not pass judgement on the child's achievement.[3]

VII. Option number seven is an Alternate Choice.[4]
A. Parents may choose option 7 and indicate no second or third choice of option, meaning that children will be assigned as follows:
1. They will attend in the same building they now attend with the current program.[3]
2. If this is not possible they will be assigned to a program, but in another building.[3]

B. The selection of option 7 with second and/or third choices indicated shall mean the assignment of children subject to desegregation guidelines, as follows:
1. The students will stay in the same building with the current program.

2. If this is not possible the children will be assigned on the basis of the second or third choices.

Note: Although all five sources were used and they were repetitive so only three are noted in the outline. If you do the same with yours, let me know.

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2. "Gift of Options Education Hard to Bestow", Indianapolis News February 2, 1978, pp. 1-4.
3. "Options Education Gets School Board Go-Ahead", Indianapolis News, March 1, 1978, pp. 1 and 6.
4. "Teachers Cite Options' Dangers", Indianapolis News, March 6, 1978, p.34.
5. "Your Chance to Select an Option", Indianapolis News, March 21, 1978, pp. 1-12.

CATEGORY THREE SPEECH CHOICE: IMPROMPTU SPEECH

Time Limit: Determined by the choice of the student.

Requirement: This is one of the choices in Category Three. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______An audience analysis form (one or two sentences should be encluded for each of the 3 areas).

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is done).

Research Requirement: Each student doing this speech must make a bibliography of five (5) research sources for each of the topics-three (3) will be assigned in all. No outline will be due on this speech but the student will be asked to hand in his/her notecard(s) and all of his/her research notes.

Explanation: The student will be given three areas to research in the class period prior to the speech. Notes prepared prior to class may be used for reference for the five minutes in which the student will be given time to prepare a quick notecard for reference during the speech (this will be done while other speakers are speaking). At the beginning of class the speaker will be given his/her topic and have one speech to prepare. Bibliographies should be prepared for each area and turned in at the time of the speech. The three areas will be related to speakers areas of expertise or interest.

This speech is very difficult but perhaps the best preparation for a student for any career. The majority of speeches given are impromptu. A man may be sitting in a meeting and be asked to talk about his area of speciality. He will be expected to give a coherent, complete report or speech and not a garbled mess. Every individual should be able to quickly organize his/her thoughts and express himself clearly. You will be given a distinct advantage in that you will be able to know that it will come from one of four topics. Although this is not normal, it is also unfair to you if the topics were unlimited since other students will have the advantage of many hours of preparation. Also in a realistic situation the impromptu speech is given in regards to something that you are knowledgeable about or at least have an opinion on.

Special Instructions: Students doing this speech must talk to me at least one class period before the speech if not longer. You cannot walk into class that day or call me the night before and ask to do the speech. You and I will discuss your interests and from that discussion will decide on three (3) topic areas. You will then research the areas and come prepared to speak on the three areas. You are to sign up on the blackboard for your speech. During the speech prior to yours, you will be allowed to leave the classroom (you will have about 5-10 minutes) and prepare a notecard for your speech. That means that you must be

73 Impromptu con't

thoroughly prepared and thoroughly familiar with your subjects. It does not mean you must be an expert. Past topics from which I have drawn a question have been:

Growth of Tennis - "Does tennis have the potential to become the United States' most popular sport?"

Motorcycle Safety- "What are the pros and cons of wearing a helmet?"

Symphony Music - "Can Indianapolis afford its symphony?"

Common Mistakes:

-The student lists five sources but doesn't bother to consult them.

-The student takes poor notes while reading and remembers reading about it but can't recall a thing.

-A student fails to organize his/her thoughts quickly enough and the speech doesn't make any sense.

-The student doesn't anticipate possible questions I might draw from the topic and thus has no information.

-Too many notecards are used.

-No audience analysis sheet is turned in.

-The audience analysis sheet fails to mention something about each of the three topic areas.

-Student fails to meet time limit requirements.

-Student fails to hand in a bibliography of five (5) research sources for each topic (a total of fifteen (15) sources).

CATEGORY THREE SPEECH CHOICE: PERSUASIVE SPEECH

Time Limit: Determined by the choice of student.

Requirement: This is one of the choices in Category Three. Not all students will decide to do this type of speech. Unless the student is excused from doing so, he/she must turn in the following:

______A complete sentence outline.

______An audience analysis form.

______Notecards as alloted by time assignment.

______A self-evaluation (to be completed when the speech is completed).

Research Requirement: Each student doing this speech must turn in a bibliography of five (5) to ten (10) research sources and he/she must have used them in the speech outline. This is a research project that requires that outside library sources be used.

Explanation: This speech "aims at changing the listener's convictions; but it goes a step beyond simply seeking agreement and explicitly or implicitly, urges the listener to pursue a course of action in accord with the speaker's beliefs. If the persuasive speaker fails to motivate the listeners to act in the way he or she wishes, the communication cannot be regarded as wholly successful."* For persuasive speeches in this class, it is necessary that the speaker clearly spell out the exact action he/she wishes the audience to take. Your text has further information on page 85.

Common Mistakes:

-The speaker fails to give an action step and thus the speaker is technically a speech to convince.
-The speech is poorly documented and just a lot of the speaker's opinions-there is no evidence to back up what he/she has to say.
-All the evidence is taken from one source i.e. a anti-gun control speech taken exclusively from National Rifle Association publications. NRA is considered an extremely biased source.
-The speech is not logically organized and as a result the speaker's main points are unclear.
-The speech is a speech to convince because the speaker has not carefully read the distinction between the two.
-Too many notecards used.
-No outline prepared.
-Outline handed in but each point is not a complete sentence.
-No audience anlysis sheet handed in.
-Incorrect time limit.
-No documentation in outline.

*Taken from your text

Name: Bill Pursel
Title: A Plea to Use Small Cars
Type of Speech: To Persuade
Purpose: To try to counteract some of the prejudices against small cars.

Introduction: This morning I would like to engage in a bit of behavior modification. I intend to "mess with your mind" and take away one of your security blankets. I intend to persuade you this morning to demand, buy, and use rational automobiles. I intend first to show the extent of our energy problem and how we got into our present predicament.

I. How did our present type of automobile come to be?
  A. In the early 1900's the first autos were built.[1]
  B. For Americans it was love at first sight.
  C. In 1908 Henry Ford built the first Model "T".[1]
    1. It was the first rational car.
    2. The Model "T" put America on wheels.
    3. Mobility became a part of the American character.[1]
  D. The generation which spanned the 20's, 30's, and 40's demanded larger and more powerful cars.
  E. We have the final result today.
  F. The American car was the finest of its time, but its time was yesterday.

II. The energy crunch is now upon us.
  A. The U.S. uses 28% of all the world's energy.[2]
    1. We use 17 million bbs. of oil a day.[3]
    2. We must import 6 million barrels of oil a day or 2 billion bbs. per year.[4]
    3. This places tremendous financial strain on the export community.
  B. To compound the problem, by any yardstick we are running out of fossil fuel.
    1. Depending on which report you believe, decline will begin in 1985 or 1995.
    2. In any case by the year 2000 oil production will be falling short by 15 to 20 million barrels per day.[5]
      a. This can only be accomplished if:
        1). Power generated by nuclear plants increases 15 times.[5]
        2). Yearly increase in demand falls by one-half.[5]
        3). Oil prices rise by 50% to further dampen demand.[5]
  C. New energy sources take a long time to develope.
    1. New coal fields take 4 to 8 years to develope.[7]
    2. Nuclear power plants take 6 to 12 years from inception to going on the line.[7]
  D. New technology for energy sources will not be commercially feasible before the beginning of the 21st century.[9]

III. What are rational automobiles?
- A. It may be more productive to show what a rational car is not.
  - 1. A car, capable of 100 mph. on 55 mph. roads is not rational
  - 2. A car that weighs two tons, will carry nine people, is owned by a family of four and whose primary purpose is to carry a 100 pound woman to the supermarket is not rational.
  - 3. Any car that gets 9 miles per gallon is not rational.
  - 4. A rational car is not necessarily cramped.
  - 5. A rational car is not necessarily homely.
  - 6. A rational car is not necessarily slow.
- B. A comparison of rational and our standard cars is in order.
  - 1. For the model of the standard car, I have chosen a composite of the Dodge Royal Monaco 440, and Fort LTD, and Mercury Marquis.
    - a. These are the largest and least efficient of today's large cars.
  - 2. For the model of the rational car, I have combined three "state of the art" sub-compacts, the Ford Fiesta Ghia, the Honda Accord CVCC, and the Volkswagen Rabbit.
  - 3. The difference in size is self evident, but there is more than meets the eye.
    - a. The weight of the standard car is 4500 lbs.;[10] of the rational car less than 2000, a difference of a ton and a half.[11]
    - b. The length of the standard is about 19 feet and the wheel base 10 feet[12] with an efficiency rating of only 52%.[13]
    - c. The length of the rational car is only 13 feet and the wheel base 8 feet[14] for an efficiency rating of 62%.[15]
    - d. Overall width of the standard car is 80 inches and interior width is 60 inches[16] for an efficiency of 75%.[17]
      - 1). One-fourth of the width is wasted.
    - e. Width of the rational car is 61 inches and interior width is 51 inches[18] with an efficiency of 84%.[19]
    - f. Legroom is within an inch of each other at 42 inches and 41 inches respectively.[20]
    - g. Luggage space of the smaller car is within two cubic feet for automobiles.[22]
  - 4. All this efficiency is accomplished by the "two box" design for automobiles.[22]

IV. What is the impact of this economy of design on our modern problems?
- A. If everyone who bought a full size car last year bought a sub-compact the savings would be:[23]
  - 1. You would save 1.4 million tons of steel.[23]
    - a. This would cut our steel imports by one-tenth.
  - 2. You would save 42,000 tons of glass.[23]
  - 3. You would save 70,000 tons of rubber.[23]
  - 4. You would save 35,000 tons of aluminum.[23]
  - 5. You would save 16,000 tons of copper.[23]
  - 6. You would save 14,000 tons of lead.[23]
  - 7. You would save 665 trillion BTU's of energy.[23]
    - a. This translates into 650 billion cubic feet of natural gas or 100 million barrels of ore.
  - 8. This does not include all the energy to process the raw materials.

B. By far the greatest impact is the area of fuel efficiency.
  1. Almost one-third of our daily usage of petroleum is for passenger cars.[24]
    a. According to Ethyl Corporation, we used in 1975 over 97 1/2 billion gallons of gasoline.[24]
      1). This is enough gasoline to fill Geist Reservoir almost 1¼ times!
  2. Our hypothetical rational car gets 37 mpg. while the standard happens to get the national average of 13 mpg.
    a. This represents almost a 200% improvement.
    b. Translated to consumption this results in a savings of 63 1/2 billion gallons of gasoline and virtually eliminating our imports of oil.

C. Changes need not be this drastic to accomplish significant savings but we must ask for them.
  1. For every twenty-five pounds saved in car body weight another 75 pounds in savings can be achieved.
  2. If every new car sold weighed just 500 lbs. less, the equivalent of 20 million barrels of oil could be saved.[26]
  3. If gasoline mileage could be improved just 10%--240 million barrels of fuel could be saved each year.[26]

V. There are other reasons for asking for rational cars now.
  A. We need to redirect our technology.
    1. Detroit's engineers have been occupied with providing luxury at a price.
      a. We have better things for them to do.
  B. There will be some temporary economic depression from the switch to smaller cars.
    1. The sooner the switch begins, the longer the period in which it can take place and the easier the transition.

Conclusion: The change to smaller rational cars will not be easy, and it will require some change in attitude. But in closing, I would like to present some alternatives. Our agriculture is highly energy intensive. Would you rather have a large car and a dollar loaf of bread? Would you rather have a large car and do without the plastics that are so common in our everyday life? Would you rather have a large car than be warm in your home? The choice is yours--for now.

FOOTNOTES

1. Dan Cordts, "What Lies Ahead Down Small Car Lane," Fortune, July 1974, p. 80.

2. "Fuels", Barclays Commodity Reports, April 1977.

3. "Energy and Resources", Readers Digest 1977 Almanac and Yearbook 1977, p. 258.

4. Ibid., p. 257.

5. "Running Short No Matter What", Time, May 23, 1977, p.63.

6. Ibid.

7. Ibid.

8. Ibid.

9. "Mechanical Specifications", Consumers Report, April 1977, p. 224.

10. "Ford Fiesta Ghia; Cheers to Ford We Like Your Bright Idea!" Road and Track, July 1977, p. 59.

11. Consumer Report, op. cit., p. 225.

12. Road and Track, op. cit., p. 60.

13. Consumer Report, op. cit., p. 224.

14. Road and Track, op. cit., p. 59.

15. Consumer Report, op. cit., p. 226.

16. Road and Track, op. cit., p. 61.

17. Consuber Report, op. cit., p. 227.

18. Road and Track, op. cit., p. 60.

19. Consumer Report, op. cit., p. 229.

20. Road and Track, op. cit., p. 59.

21. Consumer Report, op. cit., p. 228.

22. Road and Track, op. cit., p. 61.

23. Thomas Bryant, "Small Cars, Energy and the Future: A Positive Approach to the Fuel Shortage", Road and Track, August 1977, p. 96.

(c) Leslie Kelly, 1978

24. Readers Digest 1977 Almanac and Yearbook, op. cit., p. 262.

25. "Detroits Response to the Energy Problem", Business Week, May 23, 1977, p. 101.

26. Bryant, op. cit., p. 97.

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"What America Makes", The New Republic, June 4, 1977, pp. 5-6.

CATEGORY THREE SPEECH CHOICE: A DEBATE

Time Limit: Two students may do this assignment. It must be done for one of the last two speech assignments. The time limits would then be 12-16 minutes (both combined) for the 6-8 minute assignment or 16-20 minutes (both combined) for the 8-10 minute assignment. Each student will have the following schedule for speaking.

6-8 Minute Speech:
Student in Favor: 4-6 minute speech
Student Against: 4-6 minute speech
Student in Favor: 2-4 minute rebuttal
Student Against: 2-4 minute rebuttal

8-10 Minute Speech:
Student in Favor: 6-8 minute speech
Student Against: 6-8 minute speech
Student in Favor: 2-4 minute rebuttal
Student Against: 2-4 minute rebuttal

The students may not exceed these time limits. Rebuttal time is dependent on how much time is consumed in their speeches. A student will be informed how much time he/she will have for the rebuttal.

Research Requirement: Each student doing this speech must turn in an outline with no less than five (5) sources used in the speech. A student is urged to use five (5) to ten (10) research sources in the speech.

Explanation: The object of this speech is to train individuals in the art of debate. Two individuals must participate in this speech. One must take the affirmative-in favor-side and the other must take the negative-against-side. The individuals do not necessarily have to believe in the side but must prepare so that they sound like they are convinced about their side.

The issue must be stated as follows:

The United States Government Should Subsidize College Education.

or

Guns Should Be Outlawed in the United States.

The question must contain "should". The affirmative speaker must support the question and must present a plan. For example-

1. Students pay $20,000 for four years of college.
2. Most students don't have the money so they must borrow the money.
3. Many of them are defaulting on their loans because they cannot afford to pay them back.
4. Many students cannot afford to go to college even though they have the intelligence.

The student would dig up research sources that support these need points. Then he/she would present a reasonable solution to the problems. A solution might state:

The United States Congress should refund $1,000 each year to those attending college or technical schools full time. It could be a cash refund for those paying for their own education but not filing income tax returns. For parents of students they could take a straight deduction from their final tax assessment or refund-i.e. if an individual owes Uncle Sam $500, he would subtract the $1000 from this. In reality the individual would be owed $500 by the government.

Debate con't

The individual doing the negative side would be prepared to refute the arguments presented by the speaker in favor. Evidence should be presented by the speaker to refute points. The assignment offers the challenge of defending one's ideas and openly presenting them before an audience. The students should not prepare together so that neither has an unfair advantage. The closing rebuttals will just offer further time for the speakers to disprove the arguments of their worthy oponent.

Special Note: Former high school or college debators may not debate an inexperienced student.

Common Mistakes:

- -A student does not do enough research so that he/she can adequately defend his/her position.
- -The student does not fill the time limit.
- -The student isn't really convincing in defending his/her position.
- -The question to be debated isn't properly worded. Check with me before you begin your research work.
- -Too many notecards used.
- -No outline prepared.
- -Outline handed in but each point is not a complete sentence.
- -No audience analysis sheet is handed in.
- -Five (5) research sources are not used in the outline.

APPENDIX

ARTICLES TO SUPPLEMENT YOUR KNOWLEDGE

A Study that Shows Why Speech Class Is Important to Your Career

D
3

THE REPUBLIC, COLUMBUS, IND.
WEDNESDAY, JUNE 30, 1976

TABLE 32: RANK ORDERING* OF IMPORTANCE OF FACTORS IN CONSIDERING EMPLOYMENT APPLICANTS, BY OCCUPATIONAL CATEGORY

Rank Order of Importance	Professional, Technical & Kindred	Managers & Officials	Salesmen	Clerical	Foremen
1.	Communication skills	Communication skills	Communication skills	Communication skills	Previous work experience
2.	Major field of study	Impression of personality	Impression of personality	Recommendations of former employers	Communication skills
3.	Previous work experience	Career goals	Personal appearance	Previous work experience	Recommendations of former employers
4.	Recommendations of former employers	Previous work experience	Previous work experience	Impression of personality	Impression of personality
5.	Impression of personality	Personal appearance	Recommendations of former employers	Personal appearance	Career goals
6.	Career goals	Recommendations of former employers	Career goals	Career goals	Personal appearance
7.	Degree received or years of college	Major field of study	Familiarity with company	Major field of study	Major field of study
8.	Personal appearance	Degree received or years of college	Major field of study	Recommendations of teachers	Familiarity with company
9.	College grades	Familiarity with company	Degree received or years of college	College grades	Degree received or years of college
10.	Recommendations of teachers	College grades	Extracurricular activities	Degree received or years of college	College grades
11.	Familiarity with company	Recommendations of teachers	Recommendations of teachers	Extracurricular activities	Recommendations of teachers
12.	Extracurricular activities	Extracurricular activities	College grades	Familiarity with company	Extracurricular activities
13.	Prestige of college attended	Prestige of college attended	Prestige of college attended	Prestige of college attended	Prestige of college attended

*Rank order was determined by subtracting percentage of "not considered" responses from percentage of "very important" responses.

Personal Appearance Important

College students could spend more time making themselves beautiful and less time studying, judging from the results of a survey of Indiana employers taken last summer.

The 274 employers rated personal appearance above college grades and teacher recommendations in all five job categories. Although the relative importance of the 13 factors taken into account in considering job applicants varies, certain factors were high for all catagories. These were communication skills, previous work experience and the employer's impression of the applicant's personality.

Prestige of college attended is last in every category, and more than 75 per cent of the respondents said it was of little or no importance. At the other end of the scale, the highly ranked communications skills was considered very important by 90 per cent.

This particular survey chart was part of an Indiana College-Level Manpower Study directed by Robert Greenberg of the Higher Education Commission. (HEC) The HEC is a state agency responsible for coordinating public post-secondary educational institutions while taking private institutions into consideration. The survey was funded by Lilly Endowment and was conducted in four regions of Indiana: central, southwest, northwest and northeast.

Compliments of Ed O'Brien
Summer Session II, 1976

01
Speech C110
Battey
Hour________Semester_____197____

Are you still on contract grading?

If not, why not?

What speeches did you give?

1. Introduction
2.
3.
4.
5.

Did you have to redo any of them (if so indicate next to speech)?

Did you have to redo any of your written work? If yes, which work?

Of the speeches listed in the syllabus are there any you would eliminate? If yes, which ones and why?

Rating Scale: 1=Excellent, 2=Very Good, 3=Good, 4=Poor, 5=Useless

Rate the usefulness of the following assignments:

Outside speaker reports ______
Audience Analysis _______
Hang-Up Paper ________
Student Critiques _______
Teacher's Critiques _______
Self-Evaluation _______
Speech Night Critiques ______
Outlines _______
Notecards _______

Rate the usefulness of these materials:

Recitation Syllabus ______
Opening Lectures in Class ______
Video Tapes ______
Lecture Syllabus ______
Lectures ______

What would you change in the recitation syllabus?

What improvements should the teacher make in presentation?

Use the back side for any additional comments.

PURPOSE OF UNIT	GENERAL CONCLUSION	SPECIFIC SUPPORT	
A. DESCRIPTIVE	1) THE OVERVIEW OF THE OBJECT'S FUNCTION	2) PHYSICAL DESCRIPTION OF THE OBJECT'S COMPONENTS	3) FUNCTIONAL DESCRIPTION OF THE OBJECT
B. PROCESS	1) OVERVIEW OF THE OBJECTIVES OF THE PROCESS, EVENT OR OPERATION	2) EXPLANATION OF UNFAMILIAR MATERIALS	3) CHRONOLOGICAL DESCRIPTION OF EVENT OR PROCE
C. C/C			
COMPARE	1) CONCLUSION WHICH SUMMARIZES SIMILARITIES	2) POINT-BY-POINT ANALYSIS OF SIMILARITIES, BEGINNING WITH THE MOST SIGNIFICANT	
CONTRAST	1) CONCLUSION WHICH SUMMARIZES DIFFERENCES	2) POINT-BY-POINT ANALYSIS OF DIFFERENCES BEGINNING WITH THE MOST SIGNIFICANT	
COMPARE and CONTRAST	1) CONCLUSION WHICH SUMMARIZES SIMILARITIES AND DIFFERENCES	1) POINT-BY-POINT ANALYSIS OF SIMILARITIES (OR DIFFERENCES)	2) POINT-BY-POINT ANALYSI OF DIFFERENCES (OR SIMILARITIES)
D. ISSUE/ANSWER	1) STATEMENT OF ISSUE IN QUESTION 2) STATEMENT OF ANSWER	1) EVIDENCE WHICH SUPPORTS THE ANSWER BEGINNING WITH THE MOST IMPORTANT	
E. PERSUASIVE	1) STATEMENT OF CONCLUSION OR HYPOTHESIS AT ISSUE	2) STATEMENT OF REASONS SUPPORTING CONCLUSION BEGINNING WITH MOST IMPORTANT	3) ANTICIPATION OF AND ANSWER TO POSSIBLE ARGUMENTS AGAINST
F. CAUSE-EFFECT	1) STATEMENT OF FACT IN QUESTION i.e. ("X IS THE CAUSE" or "X WILL BE THE EFFECT")	2) EVIDENCE WHICH SUPPORTS THE CONCLUSION, BEGINNING WITH THE MOST IMPORTANT	3) ANTICIPATION OF AND ANSWER TO POSSIBLE ARGUMENTS AGAINST

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LECTURE MATERIALS

2	1	Lc	MW	TR	T	W	R	F	ASSIGNMENTS OR ACTIVITIES	HDBK	TEXT	QUIZ
1									Orientation. Audience analysis sheet I	17-22		
2	1								Speech 1. Speakers as called.	46-47		
		1							"Orientation". "Communication theory".	1-54	25-46,74-82,296-305	---
3									Hdbk quiz. Audience analysis II. Speech 1.	23-26		Hdb
4	2								Speech 1. Speakers as called.	46-47		
		2							"Analysis of Audience, Occasion, & Subject".	19-26	95-117, 120-135	20
5									Speech 2. Spkrs 1-5. Eval. 6-10.	48-49,36		
6	3								Speech 2. Spkrs 6-10. Eval. 11-15.	48-49,36		
		3							"Supporting materials".	--	82-93, 222-240	30
7									Speech 2. Spkrs 11-15. Eval. 16-20.	48-49,36		
8	4								Speech 2. Spkrs 16-20. Eval. 1-5.	48-49,36		
		4							"Finding and organizing materials".	27-30	138-157, 160-185	40
9									Speech 3. Spkrs 6-10. Eval. 16-20.	50,36		
10	5								Speech 3. Spkrs 11-15. Eval. 1-5.	50,36		
		5							"Outlining".	27-30	188-202, 204-219	50
11									Speech 3. Spkrs 16-20. Eval. 6-10.	50,36		
12	6								Speech 3. Spkrs 1-5. Eval. 11-15.	50,36		
		6							"Persuasion defined".	44-45	82-93, 241-258.	60
13									Speech 4. Spkrs 11-15. Eval. 1-5.	51,36		
14	7								Speech 4. Spkrs 16-20. Eval. 6-10.Rpt #1 Due	51,36		
		7							"Evidence and reasoning".	44-45	260-293.	70
15									Speech 4. Spkrs 1-5. Eval. 11-15.	51,36		
16	8								Speech 4. Spkrs 6-10. Eval. 16-20.	51,36		
		8							"Motivation and change".	44-45	241-258	80
17									Speech 5. Spkrs 16-20. Eval. 11-15	52,36		
18	9								Speech 5. Spkrs 1-5. Eval. 16-20.	52,36		
		9							"Visual delivery".	43	296-316	90
19									Speech 5. Spkrs 6-10. Eval. 1-5.	52,36		
20	10								Speech 5. Spkrs 11-15. Eval. 6-10.	52,36		
		10							"Vocal Delivery".	--	318-336	100
21									Speech 6. Spkrs 17-20. Eval. 5-8.	53,36		
22	11								Speech 6. Spkrs 1-4. Eval. 9-12.	53,36		
		11							"Nature of language".	--	338-399	110
23									Speech 6. Spkrs 5-8. Eval. 13-16.	53,36		
24	12								Speech 6. Spkrs 9-12. Eval. 17-20.	53,36		
		12							"Talking with another person" "Listening".	--	50-71	120
25									Speech 6. Spkrs 13-16. Eval. 1-4	53,36		
26	13								Speech 7. Spkrs 1-4. Eval. 13-16.Rpt #2 due	54,36		
		13							"Oral style".	--	364-399	130
27									Speech 7. Spkrs 5-8. Eval. 17-20.	54,36		
28	14								Speech 7. Spkrs 9-12. Eval. 1-4.	54,36		
1		14							"Free speech and ethics".	--	2-23	140
29									Speech 7. Spkrs 13-16. Eval. 9-12.	54,36		
30	15								Speech 7. Spkrs 17-20. Eval. 5-8.	54,36		
		15							"Speech". "Course Evaluation"	--	--	---

LECTURE OUTLINES

LECTURE 1 - ORIENTATION. COMMUNICATION MODEL. FINDING SUBJECTS.

I. Course information and expectations
  A. Introduction of the lecturer
  B. Handbook information, etc.

II. What is "Speech"?
  A. Several levels of communication
    1. Intrapersonal
    2. Interpersonal
    3. Impersonal
  B. A model of speech communication to help us see
    1. The simplest model: "Who says what, to whom, with what effect?"
    2. A more complicated model gives a better picture

III. Finding subjects
  A. Subjects must meet certain tests
  B. Several methods of finding subjects
  C. Some words of warning about possible subjects

LECUTRE 2 - AUDIENCE ANALYSIS

I. Justification of analysis of audience and occasion

II. A model of audience analysis
  A. Observations. (See handbook)
  B. Inferences
  C. Modification
  D. Communication
    1. Feedback
    2. Continued modification
  E. Evaluation
    1. What did I do?
    2. What was the effect?
    3. What would I change now?

LECTURE 3 - SUPPORTING MATERIALS. ATTENTION AND INTEREST.

I. Some basic assumptions
  A. The basic "Speech unit" consists of
    1. An assumption (to be made clear or proven)
      a. Support (to clarify)
      b. Support (to prove)
  B. Understanding is multi-presentationally oriented.
  C. Congruity is important
  D. Audience understanding exists at three levels
  E. To be clear and effective we must also be interesting

II. The functions of support:
    A. To interest
    B. To reinforce
    C. To clarify
    D. To prove

III. Support classified by function:
    A. Repetition
    B. Authority
    C. Cases of the real world
    D. Relationships
    E. Analysis
    F. Visualization

IV. The use of supporting materials
    A. Tests to be used
    B. When do you have enough support?

V. Attention
    A. What words, phrases, ideas can cause attention?
    B. Types of attention factors:
        1. Animation: movement or change
        2. Vitalness: relating to basic needs and desires
        3. Familiar: the comfortable or known
        4. Novel: different or new experiences or words
        5. Conflict: competition or differences
        6. Suspense: expectancy, uncertainty
        7. Concreteness: specific details
        8. Humor: wit and lightness
        9. Proximity: reference to visual reality
        10. Repetition: restatement or repetition

LECTURE 4 - FINDING AND ORGANIZING IDEAS

I. The SPECIFIC PURPOSE consists of:
    A. The general end
    B. The specific audience statement
    C. The response desired by the speaker
    D. The organized content statement

II. Sources of ideas
    A. Yourself
    B. Others, or the interview
    C. Creation of new information
    D. Mass Media
    E. Library, your most valuable tool

III. Organization as a necessity for understanding
  A. The functions of an organized presentation
  B. The functions of specific speech parts:
    1. Introduction
    2. Conclusion
    3. Body
    4. Transitions
    5. Others

LECTURE 5 - OUTLINING

I. Factors influencing understanding, therefore outlines
  A. Seek reasonable sequences
  B. Strain toward completion of sequences
  C. Learn through planned redundancy
  D. Understand what is motivating
  E. Understand in a known context
  F. Learn what is new and different

II. Basic steps in the construction of outline
  A. Establish purpose
  B. Discover main points
  C. Phrase main points
  D. Arrange subordinate points
  E. Insert transitions and summaries
  F. Write introduction and conclusion
  G. Practice

III. Basic outline principles (see handbook)
  A. Identify major parts clearly
  B. Use systematic means of idea identification
  C. Use a single idea for each symbol
  D. Use complete thoughts
  E. Keep ideas parallel and concise
  F. Use an "add-up" attitude

IV. Basic patterns of thought
  A. Time
  B. Space
  C. Topical
  D. Others

LECTURE 6 - PERSUASION DEFINED

I. The importance of persuasion
II. Persuasion defined
  A. In a diagram-model
  B. Verbally

III. Classification of persuasive ends.
  A. Stimulate
  B. Convince
  C. Actuate

IV. Why do people change?
  A. New information allows new evaluation
  B. Pressure is exerted
  C. Because speaker designs the situation to produce change: Persuasion

LECTURE 7 - EVIDENCE AND REASONING

I. Proof defined.
  A. An act of the audience, not the speaker
  B. Types of proof and source
    1. LOGOS (Logical proof) from the content
    2. PATHOS (Emotional proof) from the audience
    3. ETHOS (Ethical proof; credibility) from the speaker
  C. Proof as a continuum

II. Means of obtaining logical proof.
  A. Inductive or generalization reasoning
  B. Deductive or classificational reasoning
  C. Argument from authority
  D. Argument from analogy

III. Enhancing logical proof.
  A. The effect of organization
  B. The effect of content
  C. Interaction of the three types of proof

LECTURE 8 - MOTIVATION AND CHANGE

I. A basis for motive (Emotional proof)
  A. Change does not occur without motive
    1. Speaker must create a "dissonance" or tension
      a. Removal by rejection
      b. Removal by minimization
      c. Change
    2. Listener will return to normal without motive
  B. An approach using dissonance and motive (Monroe's Motivated Sequence).
    1. Attention
    2. Need (tension)
    3. Satisfaction (Answer generalized)
    4. Visualization (Motive)
    5. Action

II. Two types of credibility (Ethos)
  - A. Source credibility (Speaker apart from message)
  - B. Functional credibility (Speaker as message)

III. Some explicit suggestions.
  - A. Draw conclusions explicitly
  - B. Minimize hostility
  - C. Use involving or familiar support
  - D. Recognize both sides
  - E. Get the audience to participate
  - F. Establish your expertise
  - G. Document all ideas with acceptable sources
  - H. Be dynamic and forceful

LECTURE 9 - DELIVERY: VISUAL

I. Some starting assumptions
  - A. Speech communication is a total act
  - B. Delivery is not an end in itself
  - C. Delivery is symbolic

II. Importance of delivery

III. Delivery defined
  - A. Visual
  - B. Vocal
  - C. Verbal

IV. Visual elements defined and discussed
  - A. Dress and appearance
  - B. Posture
  - C. Movement
  - D. Gesture
  - E. Facial expression
  - F. Eye contact and directness
  - G. Environment

V. An inventory of effects--a handout

LECTURE 10 - DELIVERY: VOCAL

I. The importance of voice

II. The mechanism of voice
  - A. Motor
  - B. Vibrator
  - C. Resonator
  - D. Modifier

III. The fundamental variables of voice
    A. Rate
    B. Pitch
    C. Force, volume, or loudness
    D. Quality

IV. Secondary variables of voice
    A. Articulation
    B. Pronunciation
    C. Inflection

V. Suggestions for control
    A. Listening
    B. Be what you say
    C. Practice

LECTURE 11 - LANGUAGE

I. What happens when "Words don't mean, but people do?"
    A. Bypassing
    B. Inference-observation confusion
    C. Allness generalizations
    D. World-view assumptions that blind us
        1. Either-Or
        2. Frozen evaluations
        3. Restrictive language

    E. Snow
    F. Associations of words and things
        1. Labeling
        2. Euphemism

II. Use language--Don't let it use you!

LECTURE 12 - STYLE

I. Three types of style
II. Why is style necessary?
III. Levels of style
IV. Stylistic devices highlighted

LECTURE 13 - DISCUSSION & LISTENING

I. Effective Group Communication
II. Listening defined
    A. Hearing vs. listening
    B. Differences between written and spoken language
    C. Importance of listening

III. Poor listener habits and corrections (Nichols)
  - A. Importance of interest
    1. Avoiding the experience of listening
    2. Lacking interest in subject
    3. Faking attention

  - B. Interference in the process
    1. Criticizing delivery rather than content
    2. Losing objectivity

  - C. Preparation as a factor
    1. Mental and physical preparation
    2. Listening for facts only
    3. No discrimination as to importance

  - D. Motivation as a key factor
    1. Toleration of distractions
    2. Wasting of thought-speed differential

LECTURE 14 - FREE SPEECH. ETHICS

I. The field of speech
  - A. Various names used in academic fields
  - B. Emphasis or viewpoint

II. The Department of Speech at IUPUI
  - A. Department description
  - B. Major and minor requirements
  - C. Other courses available
  - D. What benefits accrue to a speech major or minor?

III. Evaluation. Only through your honest evaluation of the various elements of this course can the course be improved. You will be asked to use a quantifiable rating scale and if you desire offer your individual likes, dislikes, comments and suggestions. These are given to instructors after grades are in and made a part of permanent files. The lecturer will stay afterward to receive individual verbal comments if you wish.

SPEECH ORIENTATION
(Complete this BEFORE first recitation)

NAME ________________________________ SECTION ______________

Below is a series of statements. Please mark each item by circling the "T" or the "F." Simply indicate your present opinion as to whether a given statement is true or false. Your score will have no bearing upon your grade in this course.

T F 1. The study of speech communication dates bact to ancient times.

T F 2. The most important test of speaking effectiveness is always in terms of audience response.

T F 3. By and large, public speakers are born, not made.

T F 4. The aim of a speaking course is to teach the student to speak at any time, on any subject, with a minimum of preparation.

T F 5. There are several fundamental differences between public speaking and conversation.

T F 6. How you say something is more important than what you say.

T F 7. There are five vowel sounds in the English language (and sometimes two more).

T F 8. Most of our greatest speakers and actors still experience a great deal of stage fright.

T F 9. There is only one absolutely correct pronunciation for any given word.

T F 10. "Gestures" should be defined as movements of the face and hands.

T F 11. An extemporaneous talk is one given without any preparation.

T F 12. A good speaker should never lean on the rostrum or other furniture.

T F 13. In reading poetry aloud, the reader should pause at each comma, period, or end of a line.

T F 14. The first step in the efficient preparation of a public speech is to write a manuscript or at least an outline.

T F 15. The proper way to close any given speech is to say, "I thank you."

GOALS IN THIS COURSE

(Complete this list and hand-in at the first recitation)

NAME____SECTION_______________

What do you most want to accomplish through this course? Please rank your "top ten" goals in order of priority.

__________to improve my voice and articulation.

__________to become more fluent.

__________to gain confidence and poise.

__________to deliver a speech effectively.

__________to learn about modern communication theories.

__________to work efficiently with small groups (e.g., committees)

__________to organize my ideas more logically.

__________to become a better listener.

__________to improve my personality.

__________to influence audience behavior.

__________to become a better conversationalist.

__________to evaluate the speeches of others (e.g., political leaders).

__________to analyze great speakers of the past.

__________to develop more efficient research methods.

__________to increase my speaking vocabulary.

__________to use nonverbal symbols (e.g., gestures) more effectively.

__________to test some of my ideas by getting reactions from the class.

__________other (write in your own goal if it does not appear above)

____

__________other____

AUDIENCE ANALYSIS I

DIRECTIONS: Your instructor will give you an answer sheet to blacken in the spaces on. You should use a #2 pencil. Do not place your name on the sheet, but answer all questions. This will be machine totaled and the resulting data will be supplied to you and the class members to provide a "profile" of the class you are speaking to. This is due to be returned at the second class meeting. Where the indication is to "specify," space is provided on the back of the sheet according to the answer number. Please choose only one answer per question.

I. PERSONAL INFORMATION

What is your age?
1. 18 or under
2. 19 to 21
3. 22 to 23
4. 24 to 25
5. 26 to 27
6. 28 to 29
7. 30 to 34
8. 35 to 39
9. 40 to 45
10. 46 or over

What is your sex?
11. Female
12. Male

What is your race?
13. Caucasian
14. Negro
15. Oriental
16 Other (Specify #16)

What is your present family status?
17. Married
18. Divorced
19. Widowed
20. Single

Do you have any children?
21. Yes
22. No

Predominant home background I have lived in is
23. Urban-city
24. Suburban
25. Small-town or community
26. Rural

My family's economic background was most likely
27. Lower (less than 6,000 $ per year)
28. Lower middle (6-10 thousand)
29. Middle (10-15 thousand)
30. Upper middle (15-20 thousand)
31 Upper (20 thousand plus)

II. EDUCATIONAL INFORMATION

What school are you enrolled in?
32. Allied Health
33. Business
34. Engineering
35. Herron Art
36. Liberal Arts
37. Physical Education
38. Science
39. Technology
40. S.P.E.A.
41. University Division or Guided Study

How many hours are you enrolled in this semester?
42. 3-5
43. 6-9
44. 10-12
45. 13-15
46. 16+

How many hours have you completed?
47. 0-30
48. 31-60
49. 61-90
50. 91-120
51. 121+

Have you completed the Basic English Requirement (i.e. W115-117 or W131)?
52. yes
53. no
54. In progress now

Is Speech C110 required for you in your curriculum?
55. yes
56. no

Major(s) if you are not sure, give your best guess. (Specify #57)

Minor(s) if you are not sure, give your best guess. (Specify #58)

What are your immediate degree goals?
59. Associate degree
60. Bachelor (Arts)
61. Bachelor (Science)
62. Professional certificate
63. Non-degree

What are your ultimate or long-range degree goals?
64. (Same as 59-63)
65. Masters level.
66. Doctorate
67. Advance Professional degree (Specify #67)

What is your political preference?
68. Democratic
69. Republican
70. Independent
71. Other (Specify #71)

What is your religious preference?
72. Catholic
73. Protestent
74. Jewish
75. None
76. Other (Specify #76)

What has been your military experience?
77. Airforce
78. Army
79. Coast Guard
80. Navy
81. Marines
82. (None of these)

What is your current occupational status?
83. Full time
84. Part-time
85. Neither of these

How many hours of work per week do you average?
86. 1-9
87. 10-19
88. 20-29
89. 30-39
90. 40+
91. (None)

What type of label below best describes the work you do?
92. Labor
93. Sales
94. Trade or craft
95. Professional
96. Self-employed
97. (None)

Which of the following would you consider yourself most active in?
98. Outdoor team activity (Football, baseball, soccer)
99. Outdoor group activity (Tennis, golf, swimming, etc.)
100. Outdoor individual activity (Hiking, jogging, hunting, etc.)
101. None of these

Which of the following would you consifer yourself most active in?
102. Indoor team (Volleyball, basketball, etc.)
103. Indoor group (Handball, squash, etc.)
104. Indoor individual (Weights, conditioning, etc.)
105. None of these.

Which of the following recreational games do you most enjoy?
106. Board games (Chess, monopoly, etc)
107. Card games (Bridge, hearts, poker)
108. Puzzle games (Crossword, jigsaw)
109. Reading, TV, etc.
110. None of these

Which of the following with the time available would you most like to do?
111. Play an active team sport.
112. Play an active group or individual sport.
113. Play an indoor recreational game.
114. Talk, socialize, argue.
115. Read, watch TV.

Considering each of the following, indicate your current affiliation with A church. . . (choose one)
116. as a member
117. as a teacher
118. as an officer
119. none of the above

A fraternal lodge . . .
120. as a member
121. as an officer
122. none of the above

A social fraternity . . .
123. as a member
124. as an officer
125. none of the above

A social club outside shcool . . .
126. as a member
127. as an officer
128. none of the above

An academic honorary . . .
129. as a member
130. as an officer
131. none of the above

An occupational interest club. . .
132. as a member
133. as an officer
134. none of the above

An organized sports team or club. . .
135. as a member
136. as an officer
137. none of the above

A political-social interest group. . .
138. as a member
139. as an officer
140. none of the above

What type of reading (outside of the required academic) do you do most of?
141. Fiction
142. Non-fiction
143. Poetry
144. Drama
145. Do not read

What type of fiction do you read the most of?
146. Detective
147. Science-fantasy
148. Horror
149. Western
150. Romance

Where of the following have you travelled mostly?
151. Indiana
152. Central U.S.
153. Wester U.S.
154. Southern U.S.
155. Eastern U.S.

Where of the following have you travelled outside of the U.S. most?
156. Canada-Alaska
157. Mexico-South America
158. Europe
159. Asia
160. None or other (specify #160)

Which one of the following best describes your anticipated pated vocational goal?
161. Homemaker
162. Craftsman, trade
163. Supervision
164. Sales, consulting
165. Teaching
166. Medical professional
167. Non-medical professional
168. Engineer-technologist
169. Artist (Drama, Art, Dance, Music, etc.)
170. Self-employed (specify #170)

ATTITUDES

Note that there are no "correct answers" to the following questions. The answers should indicate your feelings on the issues cited to the best of your ability. Use the 5-choice form supplied by your instructor. Read each statement and indicate:

A IF YOU STRONGLY AGREE WITH THE STATEMENT.
B IF YOU MODERATELY AGREE WITH THE STATEMENT.
C IF YOU DO NOT KNOW OR DO NOT CARE ABOUT THE STATEMENT.
D IF YOU MODERATELY DISAGREE WITH THE STATEMENT.
E IF YOU STRONGLY DISAGREE WITH THE STATEMENT.

Please answer all statements. You will not be identified with any answer. The answers will be summarized for all the C110 sections and the results supplied to you.

1. Abortion on demand should be made legal.
2. Alcholism is a major problem in the United States today.
3. Stronger anti-pollution laws should be enacted.
4. All automobiles should be equipped with Air Bags.
5. Congress should reverse the effect of the Bakke decision.
6. Battered wives is a growing problem.
7. Child abusers should be deprived of their children as part of the punishment.
8. An enforceable code of ethics is needed for federal legislative bodies.
9. Conservation is important to us all.
10. Consumerism needs to be strengthened by laws.

11. Corporal punishment should be reinstated in the schools.
12. Courts are too lenient in their sentencing.
13. Prosecutors should be given more leeway in criminal prosecutions.
14. The death penalty should be reinstated as a punishment.
15. The United States needs to increas defense spending.
16. The Unites States should return to a compulsory military draft.
17. Drug abuse must be controlled.
18. The legal drinking age should be 18 in Indiana.
19. The Equal Rights Amendment should be made the next amendment.
20. America is in a real energy crisis.

21. Euthanasia should be legalized.
22. Everyone should participate in an exercise program.
23. Federal health insurance is a necessity.
24. Food additives must be reduced.
25. We need to return to fundamentals in education.
26. The United States foreign policy program is in need of an overhaul.
27. Indiana should legalize gambling.
28. Grades in college should be abolished.
29. We should have required registration of all handguns.
30. The name IUPUI should be changed to the University of Indianapolis.

31. IUPUI should be the sixth state university.
32. Inflation is the major problem in the United States today.
33. The Federal Reserve Board should lower the prime interest rate.
34. Labor unions are too powerful.
35. The possession of marijuana should be decriminalized.
36. Indianapolis should build a rapid mass transit system.
37. Mortuaries should be required to post their prices and costs.
38. Morality in the Unites States is declining.
39. You should be an organ donor (kidneys, eyes, heart, etc.)
40. Indiana should have legalized pari-mutual betting.

41. The sale of pornographic literature should be made illegal.
42. New Laws insuring privacy must be passed.
43. Professional sports players are paid too much.
44. There should be a "Proposition 13"drive in Indiana.
45. "Right-to-work" laws should be repealed.
46. The SALT talks should be disbanded.
47. Everyone should know self-protection techniques.
48. Sexual acts between consenting adults should not be a legal concern.
49. A home smoke detector is a necessity.
50. Smoking in public places should be banned.

51. The social security system needs to be overhauled.
52. Speech should be a required course for college students.
53. The 55 MPH speed limit should be strictly enforced.
54. Student evaluations of teachers should be published.
55. There is too much violence on TV.
56. The Unigov area should have a single police force.
57. The Unigov area should have a single educational system.
58. Victim-less crimes should be decriminalized.
59. Marion county should institute a 1% wage tax.
60. Welfare recipients should be required to work if able.

REPORT A (INFORMATIVE)

The report consists of three parts---Part A; identification materials: Part B; Observations concerning the speech and occasion. (You should list as many pertinent items as you can identify) Part C; your evaluation of the speech effectiveness, based upon the speaker's application of "sound speaking principles" and the observations made in Part B.

A. IDENTIFICATION:
   1. Student's name
   2. Instructor
   3. Section
   4. Speaker observed
   5. Date, time and event

B. OBSERVATIONS:
   1. Speaker's desired audience response?
   2. Specific occasion?
   3. Identifiable audience characteristics:
      a. Size
      b. Age
      c. Sex
      d. Race
      e. Educational level
      f. Knowledge level
      g. Belief strength
      h. Attitude strength
   4. What were the main points of the speech?
   5. How did the speaker introduce the topic?
      a. Attention factors.
      b. Background information
      c. Speaker acceptability
   6. How did the speaker conclude his speech?
   7. What types of support were used?
   8. What transitions were used?
   9. What were the sources of the speaker's materials?
   10. What was seen? Delivery.
      a. Posture, poise, appearance.
      b. Contact and directness.
      c. Communicative attitude.
      d. Amount and control of activity.
   11. What was heard? Delivery.
      a. Voice.
      b. Articulation and pronunciation.
      c. Language.

C. EVALUATION OF SPEECH EFFECTIVENESS. This should be the major portion of the report. Reference your evaluations to the observations that you have made in Part B.

REPORT B (PERSUASIVE)

The report consists of three parts---Part A; identification materials; Part B; observations concerning the speech and occasion. (You should list as many pertinent items as you can identify) Part C; your evaluation of the speech effectiveness, based upon the speaker's application of "sound speaking principles" and the obversations made in Part B.

A. IDENTIFICATION:

1. Student's Name
2. Instructor
3. Section
4. Speaker observed
5. Date, time and event

B. OBSERVATIONS:

1. Speaker's desired response from the audience?
2. Specific occasion?
3. What were the main points of the speech?
4. What types of logical proof?
5. What did the speaker do to increase ethical proof?
6. What did the speaker do to provide emotional or motivation appeals?
7. What were the major types of reasoning used?
8. What faulty reasoning did you identify?
9. Delivery skills:
   a. Physical
   b. Vocal
   c. Verbal

C. EVALUATION OF SPEECH EFFECTIVENESS: This should be the major portion of the report. Reference your evaluations to the observations that you have made in Part B.

Form C

C110 Written Report on a Sermon

Use this form as a guide to write your report and return completed report to your recitation instructor.

Student: ____________________ Section: ________ Instructor: ________

Speaker's name: ________________ Speaker's position: ________________

Church or religious unit: ____________________ Date: ____________

1. General topic/subject of the sermon.
   Text (if any).
   Purpose of the speech.

2. Analysis of the speech organization.
   Did it have an effective introduction?
   Were the main points clear?
   Did the speech move toward a goal? Did it ramble?
   Were the transitions and signposts helpful? Missing?
   What type conclusion did the speaker employ? Was it effective?

3. Did the sermon hold your attention?
   What type of support materials were used?
   Were the illustrations, examples, comparisons, etc. effective? Cite examples.
   What other attention-getting and interest-creating materials would have been effective?

4. Physical/Vocal Aspects of Delivery

	Good	Fair	Poor	Additional Comments:
Appearance				
Posture				
Movement				
Gesture				
Voice				

5. What techniques that have been discussed in speech class did you notice the speaker using effectively? Were any of his techniques ineffective? Explain.

6. Briefly outline the sermon:

Form D

C110 Written Report on a Major Social/Policical Figure
A Television Presentation

Use this form as a guide to write your report and return completed report to your recitation instructor.

Student: ______________________ Section: __________ Instructor: ______________

Speaker's Name: ____________________ Speaker's Position: ______________

Station: ____________ Time: ___________ Date: ___________ Place: ____________

1. Speech Title (If given):
   a. General subject discussed:
   b. Purpose of the speech: What did the speaker give as his purpose?
      Was there a short-range purpose?
      Was there a long-range purpose?

2. Audience
   a. What was the occasion that prompted the speech?
   b. Was this immediate audience the primary concern?
   c. Was the nation-via-television the primary concern?
   d. Did the speaker give clues to his "real" audience during the speech? What were they?
   e. Was his audience adaptation effective? Why?

3. Speech
   a. Structure: Was the speech partitioned into introduction, body, and conclusion?
      What type introduction did the speaker use? Was it effective?
      Were the main points evident?
      What type conclusion did the speaker use? Was it effective?
   b. Outline: Outline (briefly) the main points of the speech body AND arguments (reasons) used to support those main points. (See below also.)
   c. Proof: Evaluate the speaker's use of evidence to support his main points. You may combine this into the outline and label the supports.

Logical proof	CITE EXAMPLES
Ethical proof	CITE EXAMPLES
Emotional proof	CITE EXAMPLES

4. Delivery
   a. Evaluate the delivery as a televised speech.
   b. Did speaker appear to be talking with you? Did he have directness?
   c. Chart

	Good	Fair	Poor	Additional Comments:
Appearance				
Posture				
Movement				
Gestures				
Eye contact				
Voice				

5. Overall Effectiveness
   a. What techniques we have discussed in class were effective? Which ones were not effective?
   b. Would the speaker have been more effective if you had been there?
   c. Do you believe he achieved his purpose? Why? Why not?

Form E

C110 Written Report on a Dramatic or Interpretative Performance

Use this form as a guide to write your report on either a professional or amateur presentation by a theatre company or an oral interpretation group (Listeners' Theatre). Return the report to your instructor at the first class meeting after the event.

Student: ______________________ Section: __________ Instructor: ________________

Event: ______________________________________ Date of Event: ____________

Name of Play/Presentation: ________________________ Author: ______________

The Audience:

A. What was your first impression of the audience? What types predominated? What ages?

B. What was the mood of the audience before the play began? At the close of the play?

C. Do you think this was a good play for this audience? Explain your answer.

The Play:

A. What is the central idea which the play presents?

B. Give specific examples to explain _how_ the central idea was presented.

The Actors:

A. Choose one actor and describe how he (man or woman) utilized the voice and body to create the illusion of a character.

B. In your opinion which character did the best job of acting? Give reasons for your choice.

C. To what extent do you believe that successful acting depends upon the ensemble approach (team effort)?

D. From what you observed how does acting differ from extemporaneous speaking?

The Setting:

A. To what extent was your enjoyment of the play due to the effectiveness of the scenery?

B. To what extent was your enjoyment of the play due to the effectiveness of the lighting?

C. To what extent was your enjoyment of the play due to the effectiveness of the costumes?

D. Were any of these elements distracting?

Form F

C110 Written Report on Debate Event

Write a report on one of the debates you heard or synthesize both debates, using the questions and ideas suggested below, and return to your C110 recitation instructor.

Student: ______________________ Section: ________ Instructor: ______________________

Place of Debate: ______________________________ Date: ______________________________

If applicable, identify the round (I, II, III, IV). Affirmative team was from ______________________

Negative team was from ______________________

In your estimation, which team did the better job of debating? Aff. __________ Neg. __________

SPECIFICALLY, ANSWER THE FOLLOWING, PROVIDING EXPLANATIONS FOR YOUR ANSWERS:

1. Was the analysis clear? Did they clearly explain what factors created the need to debate this topic? Did they direct their efforts toward establishing significant issues?

2. Were arguments clearly stated and supported by sufficient evidence from qualified sources? Which argument did you consider most important in deciding the debate?

3. Did evidence and argument (logical proof) tend to cause you to believe in the positions advocated by the debaters?

4. Did refutation (arguments opposing opponents' arguments) tend to weaken your belief in those positions? Did the debaters answer most of the opponents; arguments? Cite one or two examples of effective refutation.

5. In addition to the logical arguments to secure your belief, did the debaters show that acceptance of their conclusions would in any way promote or sustain human goals, values, or aspirations? (Emotional proof).

6. Was the delivery characterized by ease and appropriateness of manner, a sense of communication with rather than at the audience, and appropriate vocal inflection, rate, and emphasis? (Remember that debaters do have a "time" problem).

7. Did the debaters impress you as being competent and knowledgeable concerning the subject? Did they appear to be sincere in their advocacy of a socially significant policy of action? (Ethical proof).

8. Develop any other comments about debate as a persuasive event.

INVENTORY OF BEHAVIORAL ACTIVITY

CATEGORIES	DISTRACTING EFFECT	NEUTRAL EFFECT	AWKWARD EFFECT	SKILLFUL EFFECT
DRESS	Careless, sloppy; overdone or inappropriate.	Drab	Not stylish, too old or too young.	Attractive, neat, in semi-conservative style
POSTURE	Weight on one foot; hip out, straddle, military in appearance; swaying.	Not good, but does little to help convey idea.	Just doesn't appear comfort-fortable.	Alert, yet poised.
MOVEMENT	Motionless; pacing, foot scraping and rocking. No definite movement	Occasional distracting and shifting of weight.	Mechanical changes of position, often planned or out of idea sequence.	Adapted to speech ideas; aids in the focus of thought of the audience upon ideas.
HAND POSITIONS	Behind back, or in front, usually clasped; in pockets; At sides. Tense.	Always at rest on stand or behind back. No tension.	Hands call attention to themselves; jerky actions.	At sides or shifting easily, not tense, but available. Used to reinforce thoughts.
GESTURES	Incomplete; limp; all the same type; too many; fiddling with rings, bracelets, etc.	None, or perhaps a weak little stab, nods, almost fish-like.	Not in the appropriate pattern; not timed well; large enough to be seen but having no clear meaning or point.	Spontaneous in number and variety: habitual and relevant to topic.
FACIAL EXPRESSION	None at all, or inappropriate; eye blink, lip smack, etc. which have no relevant meaning to content.	Scarcely any change, no help at all.	Canned smile; faked try at emotions, etc.	Animated and direct; communicative. Shows face to audience.
DIRECTNESS	Eyes at notes, at the floor ceiling, walls, nervous shift over faces all too quickly.	No real contact with audience members; often stares at fixed point.	Mechanical shifting as if on cue, often only at the end of sentences.	Actually sees the audience as people, and reacts to them. Uses feedback to adjust to audience.

BEST

AUDIENCE ANALYSIS SHEET
(To accompany outlines)

NAME ______________________ SPKR NUMBER ______________ SECTN __________

SPEECH ASSIGNMENT ______________________________________ NUMBER __________

PURPOSE ____

____

I. INTEREST:

II. UNDERSTANDING:

III. MOTIVE APPEALS:

IV. SITUATION:

V. GENERAL:

VI. APPROACH:

Class Hour__________
Speaker Number______
Speech Topic_________________________

Time________ Grade________

Class Hour____________
Speaker Number________
Speech Topic______________________

Time__________ Grade__________

Class Hour_________
Speaker Number_____
Speech Topic_________________________

Time________ Grade________

Class Hour__________
Speaker Number______
Speech Topic________________________

Time_____ Grade________